

AGENDA - REGULAR BOARD MEETING

Wednesday, August 25, 2021 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/2W23YyRLDSBBoardMTGAug25>

PRIVATE SESSION – 5:30 PM

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

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

1. MOTION TO MOVE INTO PRIVATE SESSION

2. DECLARATION OF CONFLICT OF INTEREST

3. ACTION ITEMS

4. FOR INFORMATION

- 4.1 SAFE SCHOOLS UPDATE
- 4.2 PROPERTY UPDATE

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

5. REPORT TO PUBLIC SESSION

PUBLIC MEETING - 6 PM

Acknowledgement of Territory, by Trustee Morning: “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.”

6. ADOPTION OF AGENDA

7. DECLARATION OF CONFLICT OF INTEREST

8. PRIVATE SESSION REPORT

9. APPROVAL OF MINUTES

- 9.1 Regular Board Meeting – June 16, 2021 (Pages 4-27)

10. REPORTS FROM OFFICERS

- 10.1 Chair’s Report
- 10.2 Director’s Report

11. REPORTS

- 11.1 Requiring Action (None at this time)

- 11.2 For Information

- 11.2.1 Interim Reporting – Third Quarter 2020-2021 – Superintendent Young (Pages 28-30)

- 11.2.2 Ventilation and HVAC Improvements to Address COVID-19 – Superintendent Young (Pages 31-36)

- 11.2.3 September 2021 School Re-entry – Update – LDSB Senior Staff (Pages 37-40)

- 11.2.4 Masking Information – Director Burra (Pages 41-43)

- 11.3 OPSBA Report – Trustee French

- 11.4 Student Trustee (None at this time)

12. UNFINISHED BUSINESS

12.1 Delegation to the Board – Opening Schools Regionally - Director Burra

13. NEW BUSINESS

13.1 Notice of Motion from the Special Board Meeting on August 18, 2021, brought forward by Trustee Elliott: “That LDSB educators and education staff be allowed to provide their own Health Canada approved respirator, if desired, when that respirator is listed on the Health Canada [website](#). They must put on and take off all respirators as described by the CCOHS ([see figure 2](#)). Any educator or education staff who wishes to wear the Ministry-provided medical masks will continue to have masks provided to them.”

13.2 Notice of Motion from the Special Board Meeting on August 18, 2021, brought forward by Trustee Elliott: *“That the Limestone District School Board write a letter endorsing the Ontario Public School Board’s Association’s statement of August 17, 2021, that the government act as quickly as possible to update the Immunization of School Pupils Act to determine whether COVID-19 should be added to the compulsory vaccination list.”*

14. CORRESPONDENCE

14.1 Letter from Shayla Bradley, ESJAM SAC Chair, to Chair Suzanne Ruttan, re: Motion passed at the council meeting re: name of ESJAM. ([Pages 44-45](#))

15. NOTICES OF MOTION**16. ANNOUNCEMENTS****17. COMMITTEE MINUTES FOR INFORMATION****18. FUTURE BOARD MEETING SCHEDULE**

September 22, 2021
October 27, 2021
November 24, 2021
December 1, 2021 **
January 12, 2022
February 23, 2022
March 30, 2022
April 27, 2022
May 18, 2022
June 15, 2022

19. ADJOURNMENT

REGULAR BOARD MEETING MINUTES – JUNE 16, 2021

PRIVATE SESSION

Roll Call:

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

1. MOTION TO MOVE INTO PRIVATE SESSION

MOTION: To move into Private Session.

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

2. Declaration of Conflict of Interest

Trustee Godkin declared his daughter is an occasional teacher with two other public boards and with LDSB. Trustee Elliott declared his wife is a teacher with the LDSB and is a member of ETFO. Student Trustee Putnam declared her mother is a Student Support Teacher with the LDSB

and a member of ETFO.

3. Action Items

3.1 Board Minutes:

- 3.1.1 Regular Board Meeting – May 19, 2021
- 3.1.2 Education, Policy and Operations Meeting – June 2, 2021

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

4. For Information

- 4.1 Safe Schools Update – No update.
- 4.2 Property Update – No update.
- 4.3 Labour Update – No update.
- 4.4 Legal Update – No update.
- 4.5 Personnel Update – Director Burra provided a personnel update.
- 4.6 OPSBA Update – Trustee French provided an OPSBA update.

5. REPORT TO PUBLIC SESSION

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

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

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PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) A. Putnam (Student Trustee) N. Quadir (Student Trustee) Q. Traviss (Student Trustee)	M. Babcock, Superintendent of Education K. Burra, Director of Education S. Gillam, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Senior, Admin Assistant, Producer J. Silver, Superintendent of Education K. Smith, Communications Officer W. Utton, ITS Support C. Young, Superintendent of Business Services
Guests:	Recorder:
	W. Moore, Executive Assistant to the Director and Trustee Liaison

Chair Ruttan welcomed everyone to the Regular Board Meeting of the Limestone District School Board of Trustees, which is being held virtually due to ongoing provincial stay-at-home order.

Chair Ruttan called upon Trustee Hutcheon to present the Acknowledgement of Territory. Trustee Hutcheon stated: "I was raised in Tamworth, in the Township of Stone Mills and currently live on Amherst Island in Loyalist Township. I have also lived in Vancouver, BC and Sackville, NB, and for less significant periods in Toronto, Belleville, and Peterborough in Ontario. My ancestry is Scottish and English, neither of which were the original inhabitants of this land, in any of those places. I honour those peoples who were, as I learn, the true history of where I live. My connection to the land comes not from where I am but from digging my toes in the ground anywhere, I go and having a physical and spiritual connection to the Earth itself. From this I gather my strength. I honour those who came before me who kept this land

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beautiful, my gratitude, and I honour those who come after me by learning and keeping this land beautiful. I offer, with enormous gratitude and love, this acknowledgement of the land around us.”

6. Adoption of Agenda

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

7. Declaration of Conflict of Interest

Trustee Godkin declared his daughter is an occasional teacher with two other public boards and with LDSB. Trustee Elliott declared his wife is a teacher with the LDSB and a member of ETFO. Student Trustee Putnam declared her mother is a Student Support Teacher with the LDSB and a member of ETFO.

8. Private Session Report

Vice-Chair Gingrich stated that in Private Session at the EPOC Meeting on June 2, 2021, Chair Ruttan provided a personnel update. There was no other business.

In Private Session earlier this evening, the minutes from the Regular Board Meeting - Private Session of May 19, and the EPOC Private Session Minutes of June 2, 2021, were approved.

Director Burra provided a personnel update.

Trustee French provided an OPSBA update.

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

9. Chair's Update

Chair Ruttan stated: “This is the last regular meeting of the Limestone District School Board of Trustees for the 2020-2021 school year. We, like many others, had hoped that schools would reopen for the remaining few weeks of school. We know that attending school in-person is crucial for the optimal development of students, and we will continue to advocate, through our

membership in the Ontario Public School Boards' Association, for what is best for all students. Although we did not expect to wrap up the school year remotely for the second consecutive year, there is still much to celebrate as we wrap up the school year. On behalf of the Board of Trustees, I would like to thank all educators, administrators, and school support staff for their continued focus on student success and wellness this past year, despite the ongoing challenges and to pivot back and forth between modes of learning. Your hard work, your dedication to and compassion for students and your colleagues is inspirational. Thank you.

Tonight, Trustees will approve a budget in compliance with Ministry of Education requirements. As always, the budget is focused on supporting student achievement and well-being within the confines of the funding provided to us. Our thanks to staff for their work to support Trustees in reviewing and approving the budget; perhaps one of our most significant roles as governors.

On behalf of all Trustees, we extend our appreciation to Senior Staff, Managers and support staff at the Education Centre who directly support the work of Trustees. This year has required many ad-hoc reports, briefings, and updates to keep apprised of all the changes faced by school boards this year. We know many staff have had little downtime as they juggle their own personal and family commitments, especially those directly involved in the board's COVID-19 response teams. We also know that many of you will continue to work over the summer break to ensure plans are in place for a safe return come September. We do hope that you take the opportunity to rest and recharge this summer.

I also extend my gratitude to my fellow Trustees for your diligence in your governance role. The role of the Trustee is an important one and I thank you for your ongoing efforts to support a sustainable public education system through appropriate funding and stakeholder engagement.

Once again, year-end celebrations will not be held in traditional ways due to the ongoing pandemic, however, that in no way diminishes the accomplishments of students and staff. To those staff who are retiring this year, congratulations and a sincere thank you for your service to the students and families of the Limestone District School Board. We also wish to recognize Grade 6, Grade 8 and Grade 12 graduates who have persevered and reached a significant milestone in their respective education journeys. It is a testament to your hard work, and the support of your schools, your families, and others within your circle, that you have succeeded during this unprecedented year. To Grade 12 students in particular, who are leaving us for

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their next chapter, we wish you health, happiness, and much success in whatever pathway you choose. That concludes my report.”

10. Director’s Update

Director Burra stated: “I would like to begin by expressing our sympathies to everyone affected by the recent attack against a Muslim-Canadian family from London, Ontario who was targeted in what police are calling a hate crime. This kind of hate has no place in our communities, and no place in our schools. We stand with the local Muslim community, and those around the country, and we remain committed to combating Islamophobia, racism, and discrimination in all its forms. Incidents such as this emphasize the importance of educating students about respect, equity, diversity, and human rights for all. We will continue to work with our school communities to promote safe and inclusive learning and working environments for all students and staff and provide supports as needed.

I would also like to acknowledge Pride month in Limestone, and the proud flying of the Pride flag at all Limestone District School Board sites. It is critical for all schools to be accepting of all students, every day, to support well-being, belonging and learning.

While many things looked different this year due to the COVID-19 pandemic, there was much accomplished across the district to support our equity work – work that is critically important given recent events within our country and across the globe. In the fall, the board released a draft Equity Action Plan that identifies specific actions to break down barriers of systemic racism with an emphasis on anti-Black and anti-Indigenous racism. The board also undertook its first-ever Student Census to help us understand student identity, lived experience and ability. Moving forward, this work will help inform our equity action plan.

We know the pandemic has also taken a toll on the mental health and well-being of everyone, but particularly students who lost some of the critical routines and supports that schools provide, including the important social aspects connected to their peers and caring adults. More than 1,300 students in Grades 7 to 12 provided input to the board’s recent survey on Mental Health & Substance Abuse which will help inform the new 2021-2024 strategy to support students. The strategy will be unveiled in the fall. We must always keep in mind the critical role that schools have in supporting wrap-around care for young people.

After many years of anticipation, Kingston Secondary School opened to students in December

2020. Although students only had a few months within the new school until everyone was moved to remote learning, we know that students and staff have already started new traditions and creating memories in their beautiful new building. However, moving into a new space and learning new routines is not without challenges. The opening of KSS has increased traffic congestion around the site and the adjacent Molly Brant Elementary School. The board has worked closely with our partners at the City of Kingston, Kingston Police, and Tri-Board Student Transportation to find solutions for some of the congestion concerns. I am pleased to report that Kingston City Council has approved parking by-law amendments and new signage in the area for when students return in the fall. City staff are also recommending to Council that an all-way stop and crosswalks be added at Kingscourt Avenue and Kirkpatrick Street. The all-way stop is planned for construction this summer, after traffic by-law reports are approved in early July. Monitoring of vehicular and pedestrian traffic will continue this fall to ensure the planned changes have been effective for improving safe access to the school sites. Communication and information supporting active routes to the school such as the “park and stride program” will continue to complement enforcement of the pick-up/drop-off activities in the vicinity of the schools. The City is also looking at installing a number of new, or upgraded, pedestrian crossing locations across the city and might include additional locations in this area following a consultation process later this summer.

Late last week, the board received Ministry of Education approval on the 2021-2022 School-Year Calendar. As Trustees approved earlier this spring, Limestone’s first day of school for students will be Tuesday, September 7, 2021, following the Labour Day holiday. Staff will begin with a Professional Activity Day on Friday, September 3, 2021. The new calendar has been posted publicly and is being shared with families for information before the summer break.

This Board meeting marks the final meeting for Student Trustees, whom the Board of Trustees will be formally recognizing shortly. On behalf of the staff of the Limestone District School Board, I would like to take a moment to commend and thank Trustees Putnam, Quadir and Traviss for their extraordinary efforts over the past year to ensure student voice is included around the Board table. Your words and actions have been integral to helping the Board and staff make decisions that will have positive effects on students now, and into the future. Thank you for your many contributions to Limestone and we wish you all the very best in the next chapters of your lives.

I want to take this opportunity to thank students, families, community partners, Trustees, and staff for their patience and understanding as we worked together to navigate our way through

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the pandemic over the past 16 months. While the school year may be ending, work to continue supporting students and planning for September will continue throughout the summer. My Board meeting updates provide only a handful of highlights in what was a very different year in Limestone. There is much work that takes place behind the scenes by many staff in many roles and I want to thank them for their tireless work. The past year has not been easy for anyone, and time and again, staff have worked together to ensure students are supported in the best way possible, whether it be learning and implementing COVID-19 precautions and protocols, constant pivoting back and forth between in-person and remote learning or providing a caring and trusting connection for students. Staff have gone above and beyond, and the strength of Limestone is based on the quality of employees we have throughout the system.

I also point out that it was very nice to see that someone put signs out in front of the Education Centre indicating, “Thank You to Staff.” Those signs popped up around a number of Limestone sites as well, and I certainly echo that ‘thank you’ to all of the Limestone staff. I should note that all this work has been supported by our partners at KFL&A Public Health and others within the community including, the Food Sharing Project, Maltby Centre, and Pathways to Education, to name just a few. It is said that it takes a village to raise a child, and that has never been truer in the face of the pandemic. We thank each partner for their ongoing collaboration to ensure student well-being and achievement are always at the forefront of our work.

Finally, I would like to take a moment to specifically acknowledge Limestone students. This year, indeed, the past two school years, have not proceeded as we had planned or hoped. We know you have the loss of day-to-day school routines, school assemblies, spirit days, field trips, extra-curricular activities, and traditional end-of-year celebrations and graduations have been difficult and disappointing. Students, as well as school staff, look forward to these events which help create the culture and community of a school. We know the importance and value of what schools provide extend well-beyond learning. We thank you for your flexibility and resiliency. We appreciate your willingness to adapt and make the best of the situation before you. You have often led the way with your care and compassion for others, in what has been very challenging and difficult circumstances. This is particularly true of the graduates of 2021. While this may not be how you expected to end your graduating year, I hope it is both meaningful and memorable. I wish all Limestone graduates all the very best moving into the future.

As these graduates move on to their next chapter, and as we head into the summer break, there is also much optimism for the future. As COVID cases continue to drop, and vaccination

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rates continue to increase, we remain hopeful for a return to “normal” activities when we return to school in September. While we have yet to receive final plans from the Ministry of Education – these guidelines will not come until later this summer – we are well-positioned to welcome students back with some precautions still in place, but with great anticipation for the return of in-person school routines, and traditions when it is safe to do so. I wish all students and staff a safe and healthy summer with ample opportunities to rest, reflect and recharge when you are able. That concludes my report Madame Chair.”

11. PRESENTATION – DELEGATION TO THE BOARD

11.1 Opening Schools Regionally, by Holly-Jean Roberts, Freja Jowett and Clara Christopher

Holly-Jean Roberts stated that she and her colleagues are fighting for schools to be opened regionally, as opposed to province wide. Even though the new variants are out, they strongly believe that it is safer for the students to be in-person instead of online. They are fighting for students to be in-person for the last week of school, not necessarily to work, but to socialize with their peers.

She indicated that they have contacted Premier Ford and his associates through email and phone calls. They have contacted MPP Arthur, and are arranging a meeting with him, and have also started a petition for schools to be opened regionally.

While recognizing that schools must be safe learning environments, she stated that with the measures taken, like masks and hand sanitization this past year, there have been no major school outbreaks of COVID-19 cases in the KFL&A region. What is actually unsafe for students is the toll on their mental health by not being in school. Mental Health is a huge part of their safety as young teens. The mental health of kids and teens has dramatically declined, something that has been proven in surveys across Canada. Something that they learn in school is how to focus and gain a strong attention span. Due to being online and looking at a screen all day, many, including themselves, have become bad at using that simple skill.

Holly-Jean Roberts stated that not only do they have their personal reasons for feeling like it is important, but Sick Kids Hospital and 11 other major children's health organizations and hospitals also stand by schools going back in-person.

Holly-Jean indicated that in Hamilton, the Trustees voted on whether it would be a good idea for schools to open up for the last week of school; 7 voted yes, 2 voted no. The majority voted to go back. Trustees sent a letter to the government asking for their schools to open up for the 5-7 days of school. They are hoping that Limestone Trustees would do the same for the KFL&A region.

Holly-Jean stated that they would also like to make a point in saying that what they are doing is not only for the last week of school, but also, if something like this was to happen again in the next school year, they hope the Premier will not close schools, only to have these major issues repeat themselves yet again.

All Trustees thanked Holly-Jean Roberts and her peers for approaching the Board and voicing their concerns. Chair Ruttan indicated that the Board will be responding in writing to the students.

11.2 Outgoing Student Trustee Recognition

Chair Ruttan stated: “It is now the privilege of the Limestone District School Board of Trustees to acknowledge the service of this year’s Student Trustees Annika Putnam, Namirah Quadir and Quanah Traviss.

During a most unusual and unpredictable year, Trustees Putnam, Quadir and Traviss have provided exceptional guidance and insight both around the horseshoe and in their other leadership roles. Together, this team has encouraged and enhanced efforts to further develop student voice in schools and across the district.

Trustees Putnam and Quadir have had a significant impact at the provincial level through their work with the Ontario Student Trustee Association, better known as OSTA-AECO. Trustee Putnam served as the OSTA-AECO Public Board Council Eastern Region Representative. Trustee Quadir served as a member of OSTA-AECO’s Student Well-being Working Group.

At this point, I would like to recognize Trustee Putnam for her initiative in working with secondary school students to determine awareness and access to menstrual hygiene products. While these products have been available in schools for many years, student feedback indicated the availability of products was not always known, nor were they easily accessible. As a result of Trustee Putnam’s efforts, the board moved to remove barriers and ensure equitable

access for all. Next year, Trustee Putnam will return to Sydenham High School for a fifth year in September. She plans to go into teaching and attend a con ed program for post- secondary the following year.”

Chair Ruttan called upon Vice-Chair Gingrich to recognize Student Trustee Quadir.

Vice-Chair Gingrich stated: “Trustee Quadir worked with School Mental Health Ontario’s MH Lit: Student Mental Health in Action, a series of four lessons to support educators working with secondary students, focusing on building their understanding of mental health and mental illness, signs of mental health problems, and how/where to access help when needed. Trustee Quadir supported the review of the lesson plans to ensure the content and language resonates with secondary school students and has recently offered her time to record a voiceover for a video in the final lesson plan. Next year, Trustee Quadir plans to attend Harvard University in the fall to concentrate in neuroscience with a minor in politics or engineering. Following the completion of her undergraduate degree, she hopes to attend medical school to become a physician and entrepreneur to advocate for global equality in education and health care.”

Vice-Chair Gingrich called upon Trustee Elliott to recognize Student Trustee Traviss.

Trustee Elliott stated: “Trustee Traviss has helped amplify Indigenous student voice throughout various initiatives including his work with the virtual Indigenous Youth Drop In, his support of Indigenous Student Trustee applicants, and his role with the board’s Indigenous Education Advisory Council where he reminded members of the important reasons for their participation and efforts. Next year, Trustee Traviss plans to attend the University of Ottawa for a Bachelor of Linguistics, with a focus on German, Polish, and Latin. His studies will take him overseas to Europe in his second or third year, where he hopes to gain a better understanding of the languages and cultures he is learning. After university, he hopes to teach and would like to return to Limestone.”

Chair Ruttan stated: “Clearly, these Trustees have leadership in their veins, and we know they will continue to be leaders and learners as they move on from our horseshoe. We congratulate each of you on your accomplishments and look forward to hearing updates as you continue your journey. Each, in their own way, the Student Trustees have represented Limestone students with integrity, passion and gratitude. To recognize their commitment and efforts as Student Trustees, it is my honor to present honorariums in the amount of \$2,500 to each of

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you. Thank you again for your dedication to Limestone.”

12. Consent Agenda

12.1 Board Minutes

12.1.1 Regular Board Meeting – May 19, 2021

12.1 Reports from all Committees

12.2.1 Special Education Advisory Committee – May 11, 2021

12.2.2 Education, Policy and Operations Committee – June 2, 2021

12.2.3 Budget Committee – June 2 and June 9, 2021

MOVED BY: Trustee Gingrich and seconded by Trustee Hutcheon that the minutes listed in the Consent Agenda, as presented, be approved. Carried.

13 Routine Matters

13.1 OPSBA Report - Trustee French stated that this was a busy weekend for OPSBA, starting off with the Board of Directors’ Meeting on Friday, June 11, 2021. The meeting started with the traditional territorial acknowledgement by Indigenous Trustee Council Chair Elaine Johnston, who then spoke to the recent discovery of the remains of 215 children on the grounds of a former residential school in Kamloops BC, and they talked about the impact of that discovery. Trustee Corrine Rahman of Thames Valley DSB also spoke to the recent horrific act of Islamophobic hate in London that resulted in the loss of four members of a Muslim family and a 9 year-old boy orphaned. A moment of silence was held.

The Executive Reports shared a notice of some ongoing engagement with the Association of Municipalities of Ontario. They were very much in support of the advocacy with respect to remote learning, and some of the work that we also supported.

Our TDSB partners have established a Centre of Excellence for Black Students and recognizing they have much larger economies of scale, there may be things for us to learn as Limestone’s Black Caucus and some of our anti-racism work progresses.

From the Education Finance, Trustee French indicated there is very recent SB Memo that addressed the potential for some reserves to be replenished for boards, of up to 1 per cent, of over 2 percent covering the two school years of COVID. It does only apply in certain situations, so it may not affect Limestone.

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The Indigenous Trustee Council met and has been working with the Ministry with respect to the challenges of online learning for Indigenous students in particular. They are also involved with the OPSBA Equity, Diversity, and Inclusion Audit, and will be an important stakeholder in that discussion.

In the Legislative update, the next municipal and school board election is confirmed for October 24, 2022. The House had risen but came back in an unusual process, but members were pleased that there was nothing filed related to the online learning proposals that we heard about in the media. There were other updates with respect to the very strong reaction around the inability to return to school, so further to the delegation that we heard, OPSBA's opposition was very clear on that with respect to support for students. They also have issued a launch relative to the *Above and Beyond Public Awareness Campaign*, which will focus on the strengths of public education and the role of governance and Trustees. It will be launched on their FaceBook and website.

The consultant leading the work on the Equity, Diversity and Inclusion Audit provided an update around strategies to combat racism, both internally and outwardly and it is a very broad approach. There will be a report in September.

The OPSBA Annual Report was released and is available online.

The Annual General Meeting took place on June 12, 2021, and there was a presentation by Kike Ojo-Thompson, addressing anti-Black racism in Education, *A Conversation for System Leaders*. The presentation is available as part of the video on the OPSBA page.

The OPSBA strategic priorities for this year were reaffirmed by motion.

The COVID Gap Funding policy resolution from member boards, was withdrawn as this work is already underway. The Anti-Racism Research Funding and the Mandatory Black Heritage in Social Studies and History Curriculum motions were approved. The Limestone DSB submission for Funding for Indigenous Trustee Positions in School Boards was also approved. There was another motion added by two-thirds majority with respect to embedding more of an environmental focus, and that was approved too.

Trustee French noted she was pleased to provide the CSBA Report at the AGM which included a summary for the year of continued work on national priorities of Indigenous education, school well-being, and advocacy in support of locally elected Trustees, with a focus on anti-racism. The Equity, Diversity and Inclusion Audit that happened nationally, is complete and Trustee French will be pleased to share these findings at Congress in July. The registration of this is in the Trustee package that Trustee French sent out to Trustees. Our Board is already

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registered, so Trustees need to register individually. Topics include a day that is dedicated to mental health, one day to Indigenous education, and one day to anti-racism.

The Eastern Region Meeting took place and Trustee French shared the election results: Regional Chair – David Shields, acclaimed; Regional Vice Chair – Keith Penny (Ottawa); Core Issue Groups: Policy Development – Robin Hutcheon (Limestone); Education program work team – Karen McGregor (Limestone). Trustee French stated that Limestone is well represented at these tables and thanked those Trustees for standing and being involved.

13.2 Report from Student Trustees

Student Trustee Putnam stated: “Good evening everyone. I hope you are all doing well as we rapidly approach the end of the school year. We wanted to take a moment to say congratulations to all of Limestone’s fantastic students and staff for making it through an extremely unpredictable school year. And a special congratulations to our Grades 6, 8 and 12 graduates! As Student Trustees, and graduates ourselves, we wish you all the best of luck in your future endeavors. Personally, I would like to take a moment to say thank you to everyone who has supported me within my role as Rural Student Trustee over the past two years. My parents, friends, peers, co-trustees as well as Superintendents, board staff and Director Burra have all contributed to my ability to do my job and advocate for LDSB students. This opportunity can only be described as “once in a lifetime” as I have been provided with invaluable knowledge and experiences that will help me navigate my future. Although I am sad that my Student Trustee journey is coming to an end, I am so excited to see what our three bright incoming Student Trustees will do with the role. I would like to say a final thank you to all Limestone students for allowing me to represent them over the last two years. Thank you and goodbye!”

Student Trustee Traviss stated: “Hello everyone. For a lot of people, today is just another Wednesday, but for me, today marks the end of almost fifteen years at Limestone, which sounds kind of crazy, seeing as I am only eighteen. The opportunity to be our first Indigenous Student Trustee has been one of the most important things I have ever done in my life, as it has allowed me to discover what my role is as an Indigenous Student Leader. As students, something we talk a lot about is identity, and what that means. Growing up I was taught that as people, our identities are a combination of the things we do in our life that make a difference, in any way. So, when I ask myself who I am, I can proudly say that my name is

Quanah, I have three amazing brothers, and two sisters who I love more than anything in this world. I have so many amazing friends I share my life with who have helped to shape me into the person I am today. And finally, I am a student from LCVI, a community I have come to love for all of its quirks and characteristics, and the community that helped me to become a Student Trustee. While it is a little sad to see this come to an end, it brings a smile to my face to be able to look back and reflect on how much I have grown these last few years, but more importantly, to remember the amazing people who have helped me to come so far. I can think of no better way to reflect than to thank those people now. Thank you, Mr. McCann for helping me to discover what is now one of my biggest passions, music. Thank you, Mrs. Healey, and Mrs. Gordon for helping me to learn what it is like to be a leader, and how to speak up when you have something important to say. Without the two of you, I would never have made it to this table. I want to thank all the staff at the Board, including Trustees, Superintendents, and Director Burra for being so helpful during my year as a Student Trustee. And most importantly, I want to thank my two amazing sidekicks, Namirah and Annika, for sharing this adventure with me. There is no doubt that I will remember this for the rest of my life, and I hope that I can use the lessons learned from this experience to guide me in my future. Bye.”

Student Trustee Quadir stated: “I suppose I should have done this at the beginning of my term, but I thought it would be good to introduce myself tonight for our last Board meeting. I am Namirah Quadir, and I have been involved in student leadership for as long as I can remember. I have been in student council, served as a Canadian representative in our global robotics community, worked with local politicians, ran several clubs at school, you name it! But what I do not often share are my difficult experiences as an advocate who is a young woman, who is the child of Bangladeshi immigrants, and who is Muslim. I remember being asked by my classmates when I first moved to Kingston if my last name was “butter chicken.” I was told by multiple supply teachers that my name was too abstract to pronounce, and I was asked if one could call me a “simpler name” instead. We might have labelled these things at one point in the past as microaggressions, but in the words of the wise Mr. James, who has been a spectacular mentor to me throughout my term, microaggressions have macro effects that really prevent students like me who have big dreams from pursuing them. I am grateful to have been given so many opportunities throughout this past year to follow one of my greatest dreams of paving the way for other student leaders of marginalized backgrounds to overcome barriers both big and small. Being a Student Trustee has changed my life – it has inspired me to listen more, to do better, and to be loud in my leadership, and that is all thanks to the outstanding support I have received from our school board. Thank you, truly, to all the trustees, senior staff, to the Director, to Mr.

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James, and to all my other incredible advisors throughout my term for making me feel empowered in my role to speak up and to make a difference.

Something that I shared at the OPSOA conference I participated in last month is that Leonardo Buscaglia once said that change is the end result of all true learning, and I really think that these times, however challenging they may seem, hold tremendous opportunities for us as leaders in our community and our greater, global society, to learn, and to change for the better. Thank you.”

14 Reports for Information

14.1 Indigenous Education Program Update

Associate Superintendent Gillam indicated funding from the Ministry for Limestone’s Indigenous Education Program comes from three primary sources. The first being First Nations, Métis, and Inuit Studies Courses at the secondary level generate funding based on the number of students granted credits. These are predominately through the Grade 11 MBE course, but we also have credits gained in NACS which is an arts course, as well as a few courses related to specific Indigenous topics. The second source of funding comes from GSN grants focused on Indigenous Education which are protected funds and includes our Board Action Plan (BAP). The third source of funding, if applicable, depending on the year and provincial initiatives, is the Priority/Partnership Funding (PPF).

The FMNI secondary course funding supports teachers and resources in the delivery of those courses. This includes consultant support, books, and resources. This also includes the participation of Knowledge Keepers in supporting the learning and providing specific teachings in those classrooms.

The GSN funding supports the indigenous Team and the BAP. Funding the BAP must focus on four key areas including supporting students, supporting educators, engagement, and awareness, and using data to support students. This funding also supports the staffing of the Indigenous team, additional educational assistance and tutors, resources, the presence of Knowledge Keepers, and other Indigenous supports in our classroom. This year that was done both in-person and virtually.

Associate Superintendent Gillam advised that information is shared regularly with the Indigenous Education Advisory Council (IEAC) on financial matters and input is asked for with respect to future priorities and the use of funds specific to Indigenous education.

Even during this pandemic, the Indigenous team was very active in supporting Indigenous education board wide, including teacher and support staff PD, both face-to-face and then virtually. Indigenous resource bundles were provided to all schools to support the Getting to

Know Turtle Island resource, as well as the distribution of rich mentor text to all schools. These texts were authored by Indigenous authors.

The secondary virtual drop-in is just gaining speed and momentum as the school year ends, and many in this group have committed to supporting mentoring in younger Indigenous students next year. Again, thank you to Student Trustee Traviss for his support and his assistance in this initiative.

Associate Superintendent Gillam advised that there has been a huge uptake in having Knowledge Keepers support school projects, provide land or cultural-based teachings, and supporting the NBE and other N courses. The presence of Indigenous teachings in our classrooms has been a huge learning experience for staff and students alike. Associate Superintendent Gillam thanked each and every one of them for their tireless efforts in supporting our students and our staff in learning about Indigenous education.

Associate Superintendent Gillam provided some recent updates. A welcome and congratulations to Kelly Miracle who assumes the new position of Vice Principal of Indigenous Education and Reconciliation Lead. Gillian Mundell, our current Indigenous Lead, returns to classroom teaching, and we wish her all the best. Currently there is a posting for an elementary support position to support the team and moving forward. The elementary class that was started this year will continue to provide a supportive focus on the re-engagement of Indigenous students using curriculum, land, and culturally based teachings. Some of the areas of focus for the team next year include gauging the IEAC early on in the year with respect to the Board Action Plan and the creation of goals, a further focus on Indigenous language programs within Limestone, secondary and elementary leadership opportunities for Indigenous youth, as well as leadership circle at the secondary level. And lots of PD, for not only our NBE course teachers, but we would like to get our Grade 10 History teachers involved as a whole.

Associate Superintendent Gillam advised that beginning in 2021-2022, the Ministry is enveloping the Indigenous Languages and FNMI allocations to ensure funds are directly supporting Indigenous learning.

The IEAC continues to work on their terms of reference and IEAC identified two subgroups for next year. One to support Specialist High Skills Major certificates and courses, as well as language programs for next year.

The Indigenous team shared information to the system to support virtual work in Limestone schools in honouring June 20 as National Indigenous Peoples Day.

Chair Ruttan thanked Associate Superintendent Gillam for his report and called upon Trustees for comments or questions.

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14.2 LDSB Virtual School Planning 2021-2022 School Year

Superintendent Silver advised Trustees that this report is an update to what was reported to Trustees back on March 24, 2021. School boards were required to extend deadlines for virtual registration until June 4, 2021, for families. This extension meant that planning had to be put on hold until enrolment figures were available. Registration numbers are being confirmed, knowing that these numbers can fluctuate slightly as parents make decisions to either opt in or out of virtual school. For next year, currently our enrollment is much lower than virtual school for this year. This year we had approximately 1,400 students in our elementary virtual school and next year we have just over 200 students. In secondary this year we had approximately 650 students registered and next year we are looking at approximately 150. This figure is a little higher than what the report indicates, and that is because the numbers have fluctuated even since the report was written. The numbers that are included does also include our students who are receiving school to community services at both the elementary and secondary level.

Superintendent Silver said that Trustees may recall from Budget meetings that the Ministry has provided some reduced funding to support virtual school for next year, but boards, at this point are only allowed to spend half of that funding, so half of the allocated funding does mean that we have a reduced funding model for next year and reduced enrollment. The model for next year will have to be different than what it is for this year.

Superintendent Silver stated that for this year, students were shared between their home school and virtual school, partially because boards did not know what was up in September and what that was going to look like. Next year we have asked students and families to register for the year, so if they are choosing virtual school, they will be moved to virtual school and will not be shared between their home school and virtual school. The virtual school will operate its own structures, its own community, its own announcements and its own clubs, and those sorts of things. Students will not be tied to their home school for next year.

The reduction in funding also does mean that we will have to limit the movement between face-to-face schools and virtual or vice versa, simply because it will totally be dependent on classroom availability and classroom space given class sizes.

This year we were able to insert quite a bit of staffing into the system because of additional funding and that will just not be possible next year given the reduction.

Superintendent Silver advised that there may be some split classes for next year for K-8 and Core French programming will be offered from Grades 4-8. In secondary, virtual students will follow the same model as face-to-face schools. Based on preliminary Ministry Guidance, this would

mean two classes daily (Quadmester model), with classes running from 8:30 a.m. to 2:30 p.m. daily. Given the smaller numbers at secondary, there will be very few course options available for students. The Grade 9 and 10 timetables for students include a set number of 8 courses, which are primarily compulsory credits. Grade 11 and 12 students will take the mix of Virtual courses and LDSB e-learning or e-learning consortium courses. Given lower enrollment at Grade 11 and 12, students may take some courses through a hybrid/blended learning model next year, but this has not been determined given staffing and timetabling is not yet finalized.

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

14.3 Remote Learning Survey Feedback

Associate Superintendent Sartor stated she was pleased to provide the feedback received from the LDSB survey on the Virtual Learning Experience that was open to students, families, and staff the last two weeks in May 2021. She noted that the Ministry Policy/Program Memorandum (PPM) 164 requires that school boards collect feedback from stakeholders and report back to the Ministry.

Associate Superintendent Sartor noted that there were some questions in the student survey that were qualitative in nature, for example, “What suggestions do you have for how we might better support your virtual learning?” Student voice will help to us to consider programming adjustments in decisions related to instructional practice in virtual learning spaces going forward.

In reviewing the educator feedback, the question related to professional learning that educators engaged in, and would they like to participate in this going forward, to support their continued learning. This information will inform our professional learning plan for the 2021-2022 school year.

Associate Superintendent Sartor noted that for the family feedback, questions around where they experienced challenges and suggestions from them around how Limestone could better support their family, will assist us as we consider adjustments we may need to make to program delivery and support going forward.

In the three surveys, Associate Superintendent Sartor noted a common theme of connection through the educator, family and student surveys and all stakeholder groups, around the specific reference to challenges related to building and maintaining meaningful connections in an online environment. It is also important to note that stakeholders noted that the

technology was something that worked really well for them. This is a huge kudos to our ITS department here at Limestone. This is a group who continues to work hard to support our students, employees, and our families.

While there are some questions similar to last year, Associate Superintendent Sartor stated that some questions that were new this year. It is important to note that the survey was offered to students in Grades 4-12, and while more elementary families responded, more secondary students responded. The educator survey captured voice from employee groups who work with students, such as ECEs, EAs, social workers and speech language pathologists.

Associate Superintendent Sartor noted that while the surveys provide us with some information, our system continues to gather information in other ways as well. For example, we are currently gathering educator voice around best practice and ideas to consider for the 2021-2022 school year for students remaining in virtual learning. Voice input and feedback is important for our organization, especially from our students.

14.4 2021-2022 LDSB Budget

Superintendent Young stated that the 2021-2022 LDSB Budget is in the agenda package for information. This is the same budget that was approved tonight in the Consent Agenda earlier this evening. This budget package is a culmination of all the information that has been presented to Trustees over the past three budget meetings. The information in the package will be posted to the website. Superintendent Young thanked Vice-Chair Gingrich for his leadership in chairing the Budget Committee.

Vice-Chair Gingrich indicated that he would like to preface the recommendations from the Committee of the Whole Board (Budget) meeting of June 9, 2021, with a few comments.

He noted that LDSB budget is balanced with the use of accumulated surplus, that directs resources in a manner that upholds the priorities, values, and objectives of Limestone, as outlined in the Strategic Plan, and supports the pillars of innovation, collaboration, and wellness. Limestone was able to use unallocated accumulated surplus to address concerns that were raised during the budget consultation process.

Vice-Chair Gingrich thanked Trustees for their time and thorough review of staff reports, input from a variety of school and community stakeholders, and for always keeping students at the forefront of all budget deliberations, which aligns with the provincial labour frameworks. The

majority of the operating budget is directed by the student instruction and relates directly to classroom supports.

He noted that the 2021-2022 budget is compliant with the Ministry of Education requirements, with total operating expenditures of \$260.6 million. This is a decrease of approximately \$1 million dollars over last year's expenditures.

The calculations for the operating budget of \$260.6 million excludes school-generated funds, amortization of employee future benefits and accrued interest on long-term capital debt. This is a standard government requirement to report out these calculations. The budget amount approved by Trustees in the consolidated budget totals \$280.7 million for the 2021-2022 school year.

The Capital Expenditures Budget for next year is approximately \$23.8 million and is used for School Condition Improvements and School Renewal projects.

Vice-Chair Gingrich added on behalf of Trustees, their appreciation to staff who managed to work within the provincial funding framework to prepare this budget, working hard to preserve as much as possible in-school and classroom supports.

Vice-Chair Gingrich noted that further provincial changes to education funding will continue to impact future budgets. Trustees understand the government's fiscal priorities, but also believe there may be ways to create efficiencies that do not have any potential negative impact on students or staff. Through the Ontario School Boards' Association, Trustees will continue to engage with the government to ensure appropriate and flexible funding to benefit all students.

Vice-Chair Gingrich was pleased to present a budget in compliance with Ministry requirements, as approved with the adoption of the Committee of the Whole (Budget) Minutes of June 9, 2021, including the following motion, in accordance with Policy 9, Section 8.1.0:

MOTION: That the Board approve the 2021-2022 Budget prepared on a PSAB basis with total revenues of \$279,682,955 and total expenditures of \$280,769,368.

MOVED BY: Trustee Brown. Carried.

15 Reports Requiring Decision

15.1 Short-Term Borrowing Resolution

Superintendent Young stated that this is mainly a housekeeping issue, that usually comes forward in August of every year. There are two parts to the recommendation. The first part is a resolution for maintaining our \$20 million operating line of credit. Although the Board has not dipped into this, it becomes more difficult as the province implements cash flow measures. This is basically to bridge the flow between Board expenditures and cash flow from

the government, as well as the municipalities.

The second part of this resolution is the interim capital financing for COVID-19 Resilience Infrastructure Stream (CRVIS). At the January 13, 2021, Board Meeting, Trustees did pass the Multi-Year Capital Plan, and in the School Renewal Plan, the report did show potential projects for the CRVIS funding, and those projects have been approved by the Ministry. Limestone is proceeding with these projects, and in terms of Ministry funding for capital, boards are only reimbursed twice a year, after the reporting is done, and then the Ministry reimburses us for our expenditures. This is a new line of credit to provide us with the cash flow to bridge the gap between the actual expenditures and when the Ministry does not reimburse us.

MOTION: That the Limestone District School Board authorize the signing officers of the Board to enter into agreements with the Royal Bank of Canada for the following:

1. The borrowing of funds to meet operating requirements to a maximum of \$20 million for the 2021-2022 fiscal year.

2. Interim capital financing of up to \$5,161,500 to support COVID-19 Resilience Infrastructure Stream: Education Related (CRVIS-EDU) Projects.

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

16 Notice of Motion

None at this time.

SECTION B – Information

17 Internal Reports and Other Communication

None at this time.

18 External Reports and Other Communications

18.1 Correspondence to MPPs Arthur, Hillier and Kramp re: Online and Remote Learning, dated April 20, 2021, provided for information.

18.2 Letter to the Limestone Learning Foundation re: LLF Presents Elly Gotz – Learning from the Past to Counter Hate, dated April 20, 2021, provided for information.

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19 COMMUNICATION REFERRED TO COMMITTEE

None at this time.

20 REQUESTS FOR REPORTS AND/OR INFORMATION

None at this time.

21. BUSINESS ARISING

Trustee Elliott read his notice of motion he brought at the May 19, 2021, Board Meeting to come forward for consideration at the June 16, 2021, Board Meeting:

MOTION: That staff initiate a potential renaming process, including all stakeholders outlined in Administrative Procedure 552, and including consultation with the Indigenous Education Council, to review the name of École Sir John A. Macdonald Public School to ensure it reflects our board's mission, vision, values, with a lens on reconciliation, decolonization, anti-racism, and anti-oppression principles.

MOVED BY: Trustee Elliott and seconded by Trustee Godkin.

Trustee Godkin asked that the following motion also be considered:

MOTION: That the name École Sir John A. Macdonald Public School be replaced on an interim basis, by the name of Kingston East Elementary School, its original name during construction, as of June 30, 2021.

MOVED BY: Trustee Godkin and seconded by Trustee Hutcheon.

Chair Ruttan clarified that as the second motion, presented this evening, is germane to Trustee Elliott's motion, and complementary, this would not be considered as an addition to the agenda and can be considered at this time.

Trustees provided their comments and Chair Ruttan called the question.

MOTION MOVED BY: Trustee Elliott and seconded by Trustee Godkin that staff initiate a potential renaming process, including all stakeholders outlined in Administrative Procedure 552, and including consultation with the Indigenous Education Council, to review the name of École Sir John A. Macdonald Public School to ensure it reflects our board's mission, vision, values, with a lens on reconciliation, decolonization, anti-racism, and anti-oppression principles. Carried.

Chair Ruttan called the question for the complementary motion.

MOTION MOVED BY: Trustee Godkin and seconded by Trustee Hutcheon that the name École Sir John A. Macdonald Public School be replaced on an interim basis, by the name of Kingston East Elementary School, its original name during construction, as of June 30, 2021. Carried.

Roll call vote.

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee Morning, Trustee Putnam, Trustee Quadir, (9)

NAYS: Trustee McGregor (1)

ABSTAIN: Trustee Traviss (1)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee Morning (7)

NAYS: Trustee McGregor (1)

22. OTHER SPECIAL MEETINGS/EVENTS

OPSBA's AGM is scheduled to be held June 10 to 12, 2021.

23. ADJOURNMENT

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

The meeting adjourned at 8:32 p.m.

ADMINISTRATIVE REPORT: INTERM REPORTING QTR 3 2020-2021

REGULAR BOARD MEETING

August 25, 2021

Purpose

To report on the interim financial operating expenditures for the period ending May 31, 2021 (Quarter 3).

Background

A 2020-2021 Interim Financial Report was presented to the Board on April 28, 2021 and provided operating expenditures for the period ending February 28, 2021 (Quarter 2).

Attached is the 2020-2021 Interim Financial Report for the period ending May 31, 2021 (Quarter 3), which is being presented in a similar format as the 2020-2021 operating budget, indicating the amount spent by expenditure category and the associated percentage.

As at Quarter 3, \$195,664,741 of the \$261,682,447 operating budget or 75% has been spent. The expenditures are based upon items paid within the stated period. Certain expenditures may be non-cyclical in nature, which may lead to higher or lower expenditures within a given period. An example would be continuing education in which 65% of the operating budget was spent in Quarter 3. (See Appendix 1 for more information.)

The 2020-2021 interim financial report for Quarter 3 indicating a spending level of 75% aligns with the 75% spending level reported for the same period last year.

The Board expects to end the 2020-2021 fiscal year in a surplus budget position.

Recommendations

That this report be received for information.

Prepared by: Myra Baumann, Manager of Financial Services

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

Attachments: Appendix 1 Interim Financial Reporting – Operating Expenditures Q3

Limestone District School Board
Interim Financial Report-Operating Expenditures
For the Period Ending May 31, 2021 (Quarter 3)
Appendix 1

Expenditure Categories	2020-2021 Revised Estimates	2020-2021 Expenditures at (Q3)	2020-2021 % Spent at (Q3)	2019-2020 % Spent at (Q3)
Instruction				
Classroom Teachers	\$ 129,366,275	\$ 98,247,113	76%	73%
Supply Staff	7,495,835	5,043,136	67%	70%
Teacher Assistants	16,992,982	13,648,529	80%	86%
Early Childhood Educator	4,598,240	4,078,251	89%	89%
Textbooks and Supplies	4,557,391	2,836,129	62%	58%
Computers	4,059,041	2,409,970	59%	59%
Professionals/Paraprofessionals	9,588,458	6,798,644	71%	73%
Library and Guidance	3,796,357	2,929,091	77%	78%
Staff Development	1,574,916	535,287	34%	28%
Department Heads	310,130	245,609	79%	75%
Principals and VPs	11,485,595	8,609,517	75%	76%
School Office	6,467,015	5,257,093	81%	81%
Coordinators and Program Teacher Support	3,472,399	2,603,512	75%	75%
Continuing Education	1,316,467	854,747	65%	44%
Instruction Total	205,081,101	154,096,628	75%	74%
Administration and Governance				
Trustees	155,921	90,393	58%	73%
Directors and Supervisory Officers	892,777	676,330	76%	78%
Board Administration	6,606,812	4,666,407	71%	73%
Administration and Governance Total	7,655,510	5,433,130	71%	74%
Transportation				
Transportation	18,539,766	14,948,911	81%	92%
Transportation Total	18,539,766	14,948,911	81%	92%
Pupil Accommodation				
School Operations and Maintenance	28,901,131	19,944,093	69%	68%
Pupil Accommodation Total	28,901,131	19,944,093	69%	68%
Other				
Other Non-Operating Expenses	1,504,939	1,241,979	83%	77%
Other Total	1,504,939	1,241,979	83%	77%
Operating Expenditures Total	\$ 261,682,447	\$ 195,664,741	75%	75%

ADMINISTRATIVE REPORT: VENTILATION AND HVAC IMPROVEMENTS TO ADDRESS COVID-19 REGULAR BOARD MEETING

August 25, 2021

Purpose

To provide Trustees with a report on the changes and improvements to ventilation systems in Limestone District School Board's schools, and to advise on the standardized Ministry reporting requirements regarding HVAC systems within LDSB's schools.

Background

As a result of the COVID-19 pandemic, LDSB has implemented various measures at its schools to address and improve ventilation. The Ministry of Education released memo 2021:B14 School Ventilation on August 4, 2021. This memo details the various investments to the sector to improve ventilation in schools, as well as guidance on the operational best practices for school ventilation systems. These include measures that LDSB had implemented for the 2020-2021 school year and will continue to implement for 2021-2022. Included in this investment is the delivery of 820 HEPA filtration units and \$49,000 in funding for LDSB. These units will be installed in schools without mechanically supplied and filtered fresh air as well as all Kindergarten rooms regardless of the type of ventilation system servicing that room. LDSB has ordered another 30 larger HEPA units in order to meet the gymnasium ventilation guidelines as set out by the Ministry, and to be in compliance with the requirements set out in Memo 2021:B14.

On August 16, 2021, the Ministry of Education released memo 2021:B16 Standard Ventilation Measures Report. This memo details the added reporting measures that will be required of school boards regarding the: board's ventilation strategy, board's ventilation investments and school-level ventilation and filtration measures. These reports have been standardized for all school boards, and boards are required to make the information available on their websites effective September 3, 2021.

Current Status

Operational Changes:

Limestone has already implemented the following best practices:

1. Implement additional filter changes for increased and improved air flow and air quality in all filtered HVAC units.
2. Adjust building automation programming to increase HVAC run times from two hours before the building is occupied to two hours after the building has been vacated to increase the “flushing” of air within the building.
3. Adjust, where possible, the damper opening to increase the amount of fresh air that is supplied through the HVAC unit.
4. Complete operational audits on all the HVAC units within the schools via HVAC contractors. The deficiencies noted will be rectified in a timely manner for school startup.

Capital Projects for 2020/2021:

The capital projects undertaken for the 2020-2021 school year are as follows:

1. The Prince Charles School – Unit ventilator installation in classrooms
2. Land O’Lakes Public School – Complete HVAC replacement
3. Truedell Public School – Installation of air conditioning
4. Fairfield Elementary School – Installation of air conditioning
5. Prince Charles Public School – New rooftop HVAC
6. Rideau Public School – Unit ventilators for classrooms
7. Selby Public School – New gym rooftop HVAC unit

Any of the schools listed above that do not already have mechanically filtered fresh air supplied to classrooms will have HEPA units installed if the HVAC units are not operational for September 7, 2021.

In compliance with 2021:B16, the board will post the standard Ventilation Measures Report on its website effective September 3, 2021. These reports will include:

1. School Board Ventilation Strategy (see Appendix A for sample outline)
 - This worksheet will outline the key pieces of the board’s strategy to optimize air quality through improved ventilation and filtration.

2. School Board Investments (see Appendix B for sample outline). This worksheet will highlight:
 - The ventilation funding and investments in dollars;
 - Projects that were completed for the 2020-2021 school year, projects that are expected to be completed in the 2021-2022 school year; and
 - Total number of standalone HEPA filter units deployed in the schools.

3. School Dashboard which include school-level verification and filtration measures (see Appendix C for sample outline) This worksheet will highlight:
 - the ventilation and filtration measures that are currently being utilized in each school; and
 - The number of stand-alone HEPA filter units deployed in each school.

The Ministry is requiring this standardized reporting across all school boards to enhance transparency for students, families and staff. School boards are required to submit all the standardized data to the Ministry by August 27, 2021

Recommendations

That is report be received for information.

Prepared by: David Fowler, Manager of Facilities
Craig Young, Superintendent of Business

Reviewed by: Krishna Burra, Director of Education

Attachments: Appendix A – Board Ventilation Strategy
Appendix B – Board Level Investments
Appendix C – School Dashboard

Appendix A



LIMESTONE DSB SCHOOL BOARD VENTILATION PROFILE

School boards are optimizing air quality in schools through improved ventilation and filtration. Implemented measures are dependent on the type of ventilation and feasibility within the context of school facilities and related building systems.

This is a key element in the multiple protective strategies being employed to reduce the risk of COVID-19 transmission and support healthier and safe learning environments for students and staff.

MEASURES TO HELP REDUCE TRANSMISSION RISK IN INDOOR SETTINGS



Ventilation: Increasing the flow of outdoor/fresh air for diluting the concentration of any infectious particles.



Filtration: Involves the use of different types of fibrous media designed to remove particles from the

SCHOOL BOARD VENTILATION STRATEGY



- Comment 1
- Comment 2
- Comment 3
- Comment 4



Appendix B

SCHOOL BOARD WIDE INVESTMENTS

2020-21 School Year
Ventilation Funding* | \$1.1M

2021-22 School Year
Ventilation Funding* | \$1.2M

 Ventilation projects completed
 Schools receiving an investment, which is 0% of total schools in the board.

 Ventilation projects in progress / planned
 Schools to receive an investment, which is 0% of total schools in the board.

Note: *This includes includes spending from dedicated ventilation programs, federal-provincial funding, provincial renewal funding and supplemental funding from other board sources.

STANDALONE HEPA FILTER UNITS DEPLOYED |

Appendix C



LIMESTONE DSB SCHOOL BOARD VENTILATION PROFILE

Select your school here

School Name	Amherst Island
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Ventilation System	Non-Mechanical Ventilation (Natural Ventilation / Exhaust Only)
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School Ventilation and Filtration Measures*	
Ventilation assessed	✓
Running ventilation systems longer	✓
Higher grade filters installed	Not Applicable
Increased frequency of filter changes	Not Applicable
Increased fresh air intake (windows and/or mechanical ventilation systems)	✓
Standalone HEPA** filter units deployed in portables, as needed	Not Applicable
Standalone HEPA filter units in place	3

**Some measures may not be feasible within the context of a school facility/site and related building systems.*

***High-Efficiency Particulate Air (HEPA)*

ADMINISTRATIVE REPORT: SEPTEMBER 2021 SCHOOL RE-ENTRY - UPDATE REGULAR BOARD MEETING

August 25, 2021

Purpose

To further update Trustees on the changes with respect to virtual school, vaccination protocol, school vaccination clinics, potential hybrid learning scenarios, and other anticipated updates, since last reported at the Special Board Meeting of August 18, 2021.

Background

Virtual School Update

Elementary Virtual School Update

As of August 24, 2021, registration in Elementary Virtual School remains stable at 209 students. Registration will close on August 26, 2021. Elementary Virtual School will be supervised by the North Addington Education Centre administrative team. Additional administrative support has been added to this school, and may be adjusted should registration numbers fluctuate. The Elementary Virtual School is currently staffed with 8 classes, Kindergarten through Grade 8. Positions for the Elementary Virtual School teaching jobs have been posted and hiring will take place next week. As with the rest of the elementary system, the school will be subject to re-organization following the end of the first week of school as enrolment is confirmed. After this time, where a family expresses interest in registering for Elementary Virtual School, students will be considered as space becomes available.

Secondary Virtual School Update

As of August 24, 2021, registration in Secondary Virtual School remains stable at 141 students. Registration will close on August 26, 2021. Secondary Virtual School will be supervised by the administrative team at the Katarokwi Learning Centre and Alternative and Continuing Education. Additional administrative support has been added to this portfolio, in addition to added responsibilities with Secondary Virtual School and the Ministry's re-engagement strategy. Posting for

Secondary Virtual School teaching jobs were posted at the end of last week and hiring will take place next week. Where a family or student expresses interest in Secondary Virtual School, but space may not exist, students will be placed on a waitlist and considered for entry at the beginning of the other three quadesters (November 15, 2021, February 3, 2022, and April 20, 2022).

Vaccination Protocol

As announced on August 17, 2021, the Government is implementing an immunization disclosure protocol that applies to all publicly-funded school boards. As part of this protocol, all staff must submit a formal attestation by September 7, 2021, indicating whether they are fully vaccinated against COVID-19, including providing proof of vaccination (receipts from each dose of vaccination). Individuals who cannot be vaccinated for formal, documented medical reasons, or who choose not to be vaccinated, must participate in a Ministry of Education education session about the COVID-19 vaccination. Additionally, these individuals will be required to complete regular COVID-19 testing, at least once per week as directed in the provincial guidance. This protocol will also apply to frequent school visitors, including bus drivers, placement students, volunteers, trustees, third-party contractors, and other professionals who deliver services in our schools.

ITS and HR staff are currently developing a seamless automated process to collect and store this data in a secure format.

Further to the above, boards will be required to share aggregated, depersonalized, statistical information regarding vaccinations with the Ministry by September 10, 2021. As well boards must post this same data on their websites on a monthly basis, commencing September 15, 2021. We will continue to provide updates as they become available.

School Vaccination Clinics

The Ontario government has asked public health units to work with school boards to plan and host COVID-19 vaccination clinics to target those who have yet to receive a first or second dose. The clinics, which are expected to run before school begins in September, and during the first few weeks of school, are intended to provide accessible and convenient access to vaccines for eligible students and their families, as well as educators and school staff returning to school this fall.

Limestone continues to work closely with KFL&A Public Health (KFLAPH) to facilitate these clinics. Using data gathered at previous vaccination clinics, KFLAPH indicates 79.8 per cent of eligible students (12 to 17 year olds) have received a first dose of the vaccine, and 67.2% have received a second dose. Using vaccination data to identify and address gaps in geographical areas of the district, KFLAPH is scheduling various mobile pop-up clinics leading up to the start of school. Some of these are at community locations, and some will be at schools. So far, school-based clinics have been held

at Granite Ridge Education Centre, Napanee District Secondary School and Bayridge Public School. Additional clinics are planned for Molly Brant Elementary School and Odessa Public School. Should vaccination clinics be required following the start of school, the board will work with KFLAPH and schools to ensure the school day is not disrupted. Appointment and walk-in clinics continue to be available at several sites across the district including pharmacies.

Communications is working with KFLPAH to help promote these clinics to families through a variety of means including some direct communication via broadcast message where applicable. A list of all current clinics can be found on the [KFL&APH website](#).

Potential Hybrid Learning Scenarios

During 2020-2021 and in planning for 2021-2022, Limestone has intentionally tried to ensure virtual teaching and learning was separate from in-person teaching and learning. As a senior staff, we do not believe that a hybrid learning context is optimal for either students or staff. As indicated at the Special Meeting of the Board on August 18, 2021, we are planning to utilize most of the \$1.5 million of COVID funding to support additional staffing. This may include providing another opportunity for students to change their learning model during the school year. If we receive the remaining COVID funding (another \$1.5 million) later in the fall, this will further buffer staffing in the system and allow for potential movement. However, we do want to highlight three scenarios where our purposeful delineation between the two different models of learning may be challenged.

(i) If Limestone experiences a significant surge in requests among families for virtual learning after the school year is under way, and elementary reorganization has been completed, we are unable to contemplate an additional reorganization of staffing in the system. Consequently, the only way we would be able to accommodate significant movement between learning models would be if hybrid learning was utilized. Being able to accommodate significant movement between models is why some other boards have opted for this model.

(ii) Given outbreak protocol and management distinguishes between vaccinated and unvaccinated students and staff, when a positive case is identified in Grade 7-12 classrooms, in most cases, vaccinated students and staff will be able to continue in-person attendance without having to self-isolate. However, unvaccinated students and staff will have to self-isolate for 10 days. As a reminder, local public health will continue to manage this process in schools. As a result, and as an example, a class of 25 students with an identified positive case could have 20 vaccinated students attending in-person learning, and five unvaccinated students self-isolating for 10 days. The continuation of programming for those five students during self-isolation would need to be effectively supported, and hybrid may be the best option under these circumstances. Moving the five students to a virtual classroom for these 10 days is not logistically or educationally effective. Given students in Kindergarten to Grade 6 are currently ineligible for vaccines, a positive case in a class would likely result in the entire class moving to virtual learning for 10 days.

(iii) Providing a virtual option this year is required by the Ministry of Education. Given the significantly lower number of secondary students currently enrolled in secondary virtual school, and the very small number of compulsory credits in Grades 11-12, hybrid learning may be required to support educational pathways for some students. Currently this is not required but could emerge if we are unable to provide necessary programming options for some pathways through virtual learning, LDSB e-learning courses, or consortium e-learning courses.

Anticipated Further Updates:

As noted last week, we await further updates from the Ministry and/or local Public Health. Below is a listing of some of the areas on which we are expecting further information. Given the pandemic has proven to be dynamic, we anticipate other updates will be required during the school year.

- (i) Logistics for COVID testing for staff and other groups who are not vaccinated;
- (ii) More details regarding public health parameters for some curricular (health and phys ed/music) and extracurricular activities;
- (iii) Provincial School Testing Pilot program focused on providing rapid tests to vaccinated students/staff who are asymptomatic but have been in contact with a positive case;
- (iv) Community Use of Schools Guidelines: Public Health has recommended waiting currently before resuming these activities in schools. This will be an ongoing discussion with updates based on local public health indicators; and
- (v) Further information on whether LDSB can anticipate the other \$1.5 million of COVID funding.

Recommendations

That is report be received for information.

Prepared by: LDSB Senior Staff

Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: MASKING INFORMATION REGULAR BOARD MEETING

August 25, 2021

Purpose

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

Background

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

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

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

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

During 2020-2021, and as far as we know for 2021-2022, Limestone does not have any students requiring an aerosol generating medical procedure. If we have a student, or students, requiring this procedure, staff will be properly trained and fitted with a N95 mask.

Current Status

The following motion was shared as a notice of motion last week for discussion and/or decision on August 25, 2021:

That LDSB educators and education staff be allowed to provide their own Health Canada approved respirator, if desired, when that respirator is listed on the Health Canada [website](#). They must put on and take off all respirators as described by the CCOHS ([see figure 2](#)). Any educator or education staff who wishes to wear the Ministry-provided medical masks will continue to have masks provided to them.

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

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

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

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

From a senior staff perspective, loosening or opening masking options, while well intended, would likely create some challenges and confusion because we would be unable to verify or monitor purchases of Health Canada approved products. While the operational guidance suggests we do not have flexibility to open up masking choice, at minimum, some tighter parameters around the type of mask a staff member may choose would be recommended if the motion is considered. Greater inconsistency in masking creates some challenges in terms of how staff will appear to students and other visitors in the school. As noted, medical accommodations do exist, and Limestone does have some masking

ADMINISTRATIVE REPORT: MASKING INFORMATION

accommodations due to medical needs. As a result, a staff member requiring a different type of mask due to a medical need, could seek a medical accommodation for a different mask.

Recommendations

That this report be received for information.

Prepared by: LDSB Senior Staff

Reviewed by: Krishna Burra, Director of Education

June 15, 2021

Suzanne Ruttan
Chair, Limestone District School Board Trustees
220 Portsmouth Ave., Kingston ON K7M 0G2

Dear Chair Ruttan,

I'm writing to you tonight as chair of the École Sir John A. Macdonald Public School school advisory council (SAC), resulting from the following motion passed unanimously, via consensus, at our council meeting this evening:

A motion for the SAC chair to share the majority opinion, of those opinions conveyed to the SAC, on the current school name, with a letter to Limestone District School Board trustees and staff, admin and staff at the school, school families and the broader community.

I received three letters that were also addressed to the board and four emails to myself as the chair. Our closed school community Facebook group, not affiliated with LDSB in an official capacity, also hosted six days of community conversation and input, garnering input from 26 individuals.

I want to be clear that I am not positioning 33 individual comments as the majority opinion of an entire school community that is home to over 600 students. I also recognize that if the board moves forward with the re-naming process, there will be an official avenue for opinion and feedback, and our school administration has been clear in communicating this as well. This letter is not meant to replace that process in any way, but rather to provide a snapshot of the available, stated opinion at this time.

In that context: the majority of people providing opinions in this manner **support changing the name of our school** (approximately 75 per cent). Their reasons center around common themes:

- A shared recollection that the school community, circa the original opening and naming of the school, largely supported a different name (École Butternut Creek Public School)
- People new to our school -- a school with a transient population owing to our proximity to CFB Kingston -- expressing surprise and shock upon encountering the name of their child/children's new school

- A desire to respect and support Indigenous people who express feelings of harm and trauma encountering this school name, and to create a more inclusive, welcoming environment for all

There is also a repeated desire expressed, including from Indigenous people who reached out, to **address the school name as soon as possible**, with many not wanting this process to extend into September or beyond. Those who support a school name change highlight the ongoing, negative impact of this debate, along with that of the school name itself.

I understand that this letter comes outside of the administrative cutoff for official correspondence to the board. Given that the board is meeting tomorrow, and that a motion regarding our school name is part of the agenda, I wanted to ensure that you and the other trustees have this information available to you.

If it is possible to have the pertinent details read into the record to become part of the minutes in some way, it would be much appreciated.

Thank you very much for your consideration.

Shayla Bradley
ESJAM SAC Chair

CC:
Director Krishna Burra
LDSB Trustees
Anna Pacheco, ESJAM principal