

Agenda – Regular Board Meeting

Wednesday, January 15, 2025- 6:00 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Public Viewing: <https://bit.ly/LDSBBoardMTGJan1525>

Private Session – 5:30 p.m.

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

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

CALL TO ORDER

RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION

DECLARATION OF CONFLICT OF INTEREST

ACTION ITEMS

4.1. **Annual Board Meeting Minutes (Private)** – November 13, 2024

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

REPORT TO PUBLIC SESSION

Limestone District School Board

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

Public Meeting – 6:00 p.m.

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

7. ADOPTION OF THE AGENDA

8. DECLARATION OF CONFLICT OF INTEREST

9. DELEGATION/PRESENTATION

10. PRIVATE SESSION REPORT

11. APPROVAL OF MINUTES

- 11.1. Annual Board Meeting Minutes – November 13, 2024 (Pages 4-12)
- 11.2. Nominations Board Meeting Minutes – November 18, 2024 (Pages 13-16)
- 11.3. Special Board Meeting Minutes – November 18, 2024 (Pages 17-19)
- 11.4. EPOC Meeting Minutes – December 4, 2024 (Pages 20-23)

12. REPORTS FROM OFFICERS

- 12.1. Chair’s Report
- 12.2. Director’s Report

13. REPORTS

- 13.1. OPSBA Report – Trustee McGregor
- 13.2. Student Trustees’ Report
- 13.3. Reports for Action
 - 13.3.1 Multi-Year Capital and School Renewal Project Plan - Superintendent Young (Pages 24-27)
- 13.4. Reports for Information
 - 13.4.1. 2024-2025 Revised Estimates and Interim Financial Report for Q1 – Superintendent Young (Pages 28-40)
 - 13.4.2 Mental Health Operational Plan 2024-2025 – Superintendent Gillam (Pages 41- 48)

14. UNFINISHED BUSINESS

Limestone District School Board

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

15. NEW BUSINESS

16. CORRESPONDENCE

17. NOTICES OF MOTION

18. ANNOUNCEMENTS

19. COMMITTEE MINUTES FOR INFORMATION

- 19.1. Special Education Advisory Committee Meeting Minutes October 16, 2024 – (Pages 49-54)
- 19.2. Parent Involvement Committee Meeting Minutes October 24, 2024 – (Pages 55-78)
- 19.3. Special Education Advisory Committee Meeting Minutes November 6, 2024 – (Pages 79-83)

20. FUTURE BOARD MEETING SCHEDULE

February 5, 2025 (EPOC)
February 19, 2025
March 5, 2025 (EPOC)
March 26, 2025
April 23, 2025
May 7, 2025 (EPOC)
May 21, 2025
June 4, 2025 (EPOC)
June 18, 2025

21. ADJOURNMENT

Limestone District School Board

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

Annual Board Meeting Minutes – November 13, 2024

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. McGregor J. Morning J. Neill S. Ruttan A. Bukhari (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Kumar (Student Trustee) (regrets)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent of Education J. Silver, Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Vice-Chair Godkin called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Elliott and Trustee McGregor. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

Vice-Chair Godkin asked Trustees if they had a conflict of interest to declare with any of the agenda items. There were no conflicts declared.

4. ACTION ITEMS

4.1 Regular Board Meeting Minutes (Private) – October 23, 2024

MOVED BY: Trustee McGregor that the minutes listed in Action Items, Private Session, as distributed, be approved. Carried.

Limestone District School Board

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

5. FOR INFORMATION

- 5.1. Safe Schools Update – Associate Superintendent Gollogly provided a Safe Schools update.
- 5.2. Property Update – Superintendent Young provided a property update.
- 5.3. Personnel Update
- 5.4. Labour Update
- 5.5. Legal Update
- 5.6. OPSBA Update

6. REPORT TO PUBLIC SESSION

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

MOTION: That the Board rise and report.

MOVED BY: Trustee McGregor. Carried.

SPECIAL MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. McGregor J. Morning J. Neill S. Ruttan A. Bukhari (Student Trustee) R. Kolosov (Student Trustee) S. Kumar (Student Trustee) (regrets)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent of Education J. Silver, Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

7. CALL TO ORDER

Chair Hutcheon called the meeting to order.

Limestone District School Board

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8. DECLARATION OF CONFLICT OF INTEREST

Chair Hutcheon asked Trustees if they had a conflict of interest to declare with any of the agenda items. There were no conflicts declared.

9. ACTION ITEMS

- 4.1 Regular Board Meeting Minutes – October 23, 2024
- 4.2 Audit Committee Meeting Minutes – November 11, 2024

Trustee Lloyd noted that she had comments to share related to the Audit Committee Meeting Minutes. She stated that the internal and external auditor would like to acknowledge the incredible work of staff throughout the audit noting that they were extremely prepared, diligent and cooperative.

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

10. ADJOURNMENT

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

The meeting adjourned at 5:52 pm

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd J. Maracle J. McGregor J. Morning J. Neill S. Ruttan C. Scott A. Bukhari (Student Trustee) R. Kolosov (Student Trustee) S. Kumar (Student Trustee) (regrets)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent of Education J. Silver, Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
Dianna Bristol, Chair of The Isabel Voices Darrell Christie, the Artistic Director of the Isabel Voices Rachael McDonald, LDSB Arts Consultant	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Limestone District School Board

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11. CALL TO ORDER

Director Burra stated “Good evening. 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 14, 2024. This evening Trustees will elect a Chair and Vice-Chair to serve as Executive for the next year, as well as formalizing the appointments of Jamie Maracle, who has been appointed to serve as the Indigenous Trustee by the Mohawks of the Bay of Quinte on the retirement of Trustee Kelly Maracle, and Chris Scott, who has been appointed by the Board of Trustees to serve out the remaining two years of Trustee Brown’s term. 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.”

12. LAND ACKNOWLEDGEMENT

Director Burra invited Trustee Lloyd to provide the Land Acknowledgement. Trustee Lloyd stated “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. Over the past several years, I have developed a deep love for gardening, foraging, and creating teas and medicines from the gifts of the earth. During this journey, I discovered through a DNA test that I have a sister, and that sister is Anishinaabe. Having been separated from her culture for most of her life, she and her daughter have been learning about their roots and connecting with community. Together, we've bonded over our shared love of nature, and she has taught me to be more respectful and grateful for the land. While I was not new to foraging, it was with her that I first learned to give thanks for the goldenrod, the mullein, and the dandelions. This, among other lessons she has shared have deepened my appreciation for the traditions and wisdom of the people who have cared for this land for generations. I acknowledge the importance of honouring and preserving their knowledge and culture. I am committed to learning from them and fostering a relationship of respect and gratitude for the land we share.”

13. STUDENT PERFORMANCE

Director Burra welcomed Dianna Bristol, Chair of The Isabel Voices, and Darrell Christie, the Artistic Director along with LDSB Arts Consultant Rachel McDonald to introduce The Lost Birds Outreach Project, a musical collaboration between Grade 4 classes and The Isabel Voices. Mr. Christie shared that over the past month, The Isabel Voices visited a dozen Grade 4 classrooms with a program celebrating collective music-making alongside environmental conservation. With the assistance of the Kingston Field Naturalists, students engaged in interactive activities to broaden their knowledge and passion about birds. Twelve classes from across the LDSB each chose a unique bird to study, leading to the creation of art projects that

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accompany the performance. The students' art remains on display at the Isabel Bader Centre, approximately 240 pieces in all. The Kingston Field Naturalist continue their classroom visits all this month.

14. OPENING GREETINGS AND INTRODUCTIONS

Director Burra stated, "As we begin the third year of Trustees' four-year term of office, I would like to express my appreciation to the Board of 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."

Director Burra called the roll:

Indigenous Trustee Jamie Maracle

Representing the Town of Greater Napanee: Tiffany Lloyd

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

Representing the Townships of Loyalist and Stone Mills: Robin Hutcheon

Representing the Township of South Frontenac: Suzanne Ruttan

From the City of Kingston:

Representing the City of Kingston Districts Pittsburgh, King's Town & Frontenac Islands: Bob Godkin

Representing the Districts of Portsmouth and Sydenham: Joy Morning

Representing the Districts of Kingscourt-Rideau and Countryside: Jim Neill

Representing the Trillium and Lakeside Districts: Garrett Elliott

Representing the Loyalist-Cataraqui, Collins Bay, & Bayridge Districts: Chris Scott

Indigenous Student Trustee Rachel Kolosov, Kingston Secondary School

Rural Student Trustee Ayesha Burkari, Ernestown Intermediate and Secondary School

Urban Student Trustee Siya Kumar, Kingston Secondary School (regrets)

Director Burra indicated that the formal requirements of the meeting will continue with swearing in the recently appointed Trustees Maracle and Scott. These individuals are both qualified and officially certified.

Declaration for Qualification:

Under section 209 (1) of the Education Act, all trustees, elected, appointed, or acclaimed, are required to swear the declaration before they begin their term. In addition, under section 209 (3), every trustee,

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elected, appointed, or acclaimed, before entering on their duties as a board member, may take an oath or affirmation of allegiance to the reigning British sovereign.

Director Burra stated: “I will now ask Trustees Jamie Maracle and Chris Scott to come forward to the podium to make their Declaration for Qualification, and Oath or affirmation of allegiance if they choose.

With the completion of these declarations, and the powers vested to me under the Education Act, I hereby declare Trustees Maracle and Scott to be legally constituted under the relevant sections of the Ontario Education Act to serve as Trustees of the Limestone District School Board for the term ending November 18, 2026.”

15. DECLARATION OF INVOLVEMENT

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.

16. ELECTION OF THE CHAIR

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

Trustee McGregor nominated Trustee Lloyd. Trustee Lloyd accepted the nomination

Trustee Godkin nominated Trustee Hutcheon. Trustee Hutcheon accepted the nomination.

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

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

Both the nominators and candidates addressed the Board. The candidates thanked their colleagues for their nominations.

Trustees voted on their selection of the Chair of the Board. Superintendent McWilliams and Superintendent Young counted the votes. Director Burra congratulated Trustee Hutcheon on being voted Chair of the Limestone District School Board for the November 14, 2024 to November 19, 2025 session.

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Director Burra called for a motion for the ballots to be destroyed.

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

17. ELECTION OF THE VICE-CHAIR

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

Trustee McGregor nominated Trustee Lloyd. Trustee Lloyd accepted the nomination.

Trustee Neill nominated Trustee Godkin. Trustee Godkin accepted the nomination.

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

MOVED by Trustee McGregor and seconded by Trustee Scott 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 Superintendent Young counted the votes. Chair Hutcheon congratulated Trustee Godkin on being voted Vice-Chair of the Limestone District School Board for the November 14, 2024 to November 19, 2025 session.

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

18. PRIVATE SESSION REPORT

Earlier this evening during Private Session:

- The private session minutes were approved from the Regular Board Meeting of October 23, 2024.
- Associate Superintendent Gollogly gave a safe schools update.
- Superintendent Young gave a property update.

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

MOVED By Vice-Chair Godkin and seconded by Trustee Lloyd that the Private Session Report be received. Carried.

19. REPORTS

Limestone District School Board

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

13.4 Reports for Information

13.4.1 Math Achievement Action Plan Update

Chair Hutcheon invited Associate Superintendent Hedderson to provide an update on the Math Achievement Action Plan (MAAP). Associate Superintendent Hedderson began by sharing some examples of ongoing math learning. He highlighted the opportunity for 111 Limestone educators to participate in a five-day 'Mathematics on the Land' program which in collaboration with local Traditional Knowledge Keepers, LDSB's Math Team, the Outdoor Education Team, and the Indigenous Education Team. This programming allowed for enhanced confidence in integrating Indigenous Land-Based Education into their practice while connecting learning to mathematics.

Associate Superintendent Hedderson reviewed the provincial priority actions and the Phases of MAAP Actions that have been previously presented to the Board. He shared some data about disparities in subgroups such as belonging or achievement, or both, which was a topic explored when the Ministry of Education conducted a visit in June 2024. The Math Team's action plan aligns with the Board's strategic plan, focusing on improving math learning, student well-being, and sense of belonging. Strategies include creating positive math classroom cultures, increasing educator capacity, supporting administrators, and using data for decisions. Provincial priorities include fidelity of the math curriculum, understanding the math learner, and developing math content knowledge. The plan emphasizes fluency and equity in math classrooms, with short cycles of improvement and data-driven decisions.

Associate Superintendent Hedderson discussed a new digital math tool and six-week cycles for monitoring improvement. He highlighted the need to support students with math modifications and align with the Ministry's 2025 indicators. Data shows 800 math modifications in the elementary panel. He emphasized the importance of assessment components in digital tools, student confidence, teacher mindset, and leader mindset.

Phase four, which began in November, will focus on consistent practice implementation and assessment capacity building. This includes Grade 9 teachers adopting strategies to address foundational math gaps. The use of concrete materials for conceptual understanding and support from school math facilitators and learning partners will support this learning including use of diagnostic assessments. Associate Superintendent Hedderson highlighted that family involvement and targeted activities aimed to close gaps will aid in improving math achievement.

Associate Superintendent Hedderson concluded his report by explaining that the Learning Coaches will now be called Learning Partners, who will focus on literacy and math support. He shared some more data points about last year's math learning.

Chair Hutcheon thanked Associate Superintendent Hedderson and called upon Trustees for questions.

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20. NEW BUSINESS

None at this time.

21. CORRESPONDENCE

None at this time.

22. NOTICE OF MOTION

None at this time.

23. FUTURE BOARD MEETING SCHEDULE

November 18, 2024 (Nominations/Special Meeting)

24. ADJOURNMENT

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

The Meeting Adjourned at 7:14p.m.

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Nominations Committee Meeting Minutes – November 18, 2024

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd (virtual) J. Maracle K. McGregor J. Morning J. Neill S. Ruttan C. Scott A. Bukhari (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Kumar (Student Trustee) (regrets)	K. Burra, Director of Education J. Silver, Superintendent of Education C. Young, Superintendent of Business Services J. Douglas, Communications Officer
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Chair Hutcheon welcomed everyone to the Nominations Committee Meeting and called the roll. She called upon Trustee McGregor to provide the Land Acknowledgement: “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. At a recent meeting hosted by Hastings Prince Edward school board, we had a guest speaker who was the Innovation and Inclusion Coordinator who did a workshop with Trustees on writing land acknowledgments. He said that the first step in this is to acknowledge traditional Nations from the land you're on, secondly to acknowledge the closest Indigenous Nation to the land you are on and thirdly briefly acknowledge your personal connection. This evening, I will speak to my own personal connection. I live in a rural area and as it is rural, I'm surrounded by forests and farms and lakes and so I witness the changes of the seasons every single day. I get a chance to measure and assess all the time. I am assessing water to see if there's too much because the Beaver Dam has to be let go or there's not enough so we can't go out on the pond on the ice so that we can cut trees for wood. I am aware of all the things that are changing in the lake so that when people are going out you can say I don't think it's a good time, I think you should stay closer to the shore. As a result of this I spend a lot of time outdoors but the part that I want to mention, that is most

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important, is the fact that I have a four-year-old granddaughter. When I am looking after her, I never have to worry about activities to take like puzzles and games, there is no TV. We go outside and when we're outside walking on the property it gives her an opportunity to express the same curiosity that I have had about where I live. It's remarkable to know that she can tell you why she found a skull and that it is a Beaver skull compared to a deer skull and for that, I am thankful."

2. ADOPTION OF THE AGENDA

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

3. CHOICE OF STATUTORY AND STANDING COMMITTEE RESPONSIBILITIES

- (a) Audit Committee (serving year 3 of 4-year term):
 - (1) Trustee Elliott
 - (2) Trustee Lloyd
 - (3) Trustee Ruttan

- (b) Awards Committee:
 - (1) Trustee Ruttan
 - (2) Trustee McGregor
 - (3) Trustee Elliott
 - (4) Trustee Lloyd (Alternate)

- (c) Special Education Advisory Committee (serving year 3 of 4-year term):
 - (1) Trustee Lloyd
 - (2) Trustee McGregor
 - (3) Trustee Neill (Alternate)

- (d) Environmental Sustainability Advisory Committee:
 - (1) Trustee Morning
 - (2) Trustee Hutcheon

- (e) Parent Involvement Committee:
 - (1) Trustee Godkin
 - (2) Trustee Hutcheon (Alternate)

- (f) Indigenous Education Committee:

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- (1) Trustee Maracle
- (2) Trustee Godkin
- (3) Trustee Hutcheon (Alternate)

(g) Director's Review Committee (June to June term):

- (1) Trustee Scott
- (2) Trustee Lloyd
- (3) Trustee McGregor
- (4) Trustee Hutcheon
- (5) Trustee Godkin

SPECIAL COMMITTEES:

1. Supervised Alternative Learning:

- (1) Trustee Morning
- (2) Trustee Scott (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 Elliott
- (2) Trustee McGregor
- (3) Trustee Morning
- (4) Trustee Neill
- (5) Trustee Ruttan
- (6) Trustee Scott

3. OPSBA (Term from June to June):

- (1) Trustee McGregor
- (2) Trustee Ruttan (Alternate)

4. Food Sharing Project:

- (1) Trustee Neill
- (2) Trustee Scott (Alternate)

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

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

5. ADJOURNMENT

MOTION MOVED BY: Trustee McGregor that the meeting adjourn. Carried.

The Meeting Adjourned at 6:12p.m.

Limestone District School Board

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[See Yourself in Limestone](#)

Special Board Meeting Minutes – November 18, 2024

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd (virtual) J. Maracle K. McGregor J. Morning J. Neill S. Ruttan C. Scott A. Bukhari (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Kumar (Student Trustee) (regrets)	K. Burra, Director of Education J. Silver, Superintendent of Education C. Young, Superintendent of Business Services J. Douglas, Communications Officer
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Chair Hutcheon called the meeting to order.

2. LAND ACKNOWLEDGEMENT

Chair Hutcheon stated that the Acknowledgement of Territory was recognized earlier in the evening during the Nominations Committee meeting.

3. DECLARATION OF CONFLICT OF INTEREST

Chair Hutcheon asked that if Trustees have a conflict of interest, could they please identify the item number. There were no conflicts declared.

4. REPORT OF THE NOMINATION COMMITTEE MEETING OF NOVEMBER 18, 2024

Trustee McGregor read the report of the Nominations Committee.

(a) Audit Committee (serving year 3 of 4-year term):

- (1) Trustee Elliott
- (2) Trustee Lloyd

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- (3) Trustee Ruttan
- (b) Awards Committee:
 - (1) Trustee Ruttan
 - (2) Trustee McGregor
 - (3) Trustee Elliott
 - (4) Trustee Lloyd (Alternate)
- (c) Special Education Advisory Committee (serving year 3 of 4-year term):
 - (1) Trustee Lloyd
 - (2) Trustee McGregor
 - (3) Trustee Neill (Alternate)
- (d) Environmental Sustainability Advisory Committee:
 - (1) Trustee Morning
 - (2) Trustee Hutcheon
- (e) Parent Involvement Committee:
 - (1) Trustee Godkin
 - (2) Trustee Hutcheon (Alternate)
- (f) Indigenous Education Committee:
 - (1) Trustee Maracle
 - (2) Trustee Godkin
 - (3) Trustee Hutcheon (Alternate)
- (g) Director's Review Committee (June to June term):
 - (1) Trustee Scott
 - (2) Trustee Lloyd
 - (3) Trustee McGregor
 - (4) Trustee Hutcheon
 - (5) Trustee Godkin

SPECIAL COMMITTEES:

- 1. Supervised Alternative Learning:

Limestone District School Board

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- (1) Trustee Morning
- (2) Trustee Scott (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 Elliott
- (2) Trustee McGregor
- (3) Trustee Morning
- (4) Trustee Neill
- (5) Trustee Ruttan
- (6) Trustee Scott

3. OPSBA (Term from June to June):

- (1) Trustee McGregor
- (2) Trustee Ruttan (Alternate)

4. Food Sharing Project:

- (1) Trustee Neill
- (2) Trustee Scott (Alternate)

5. ADJOURNMENT

MOTION MOVED BY: Trustee Godkin that the meeting adjourn. Carried.

The Meeting Adjourned at 6:24p.m.

Limestone District School Board

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See Yourself in Limestone

Education, Policy and Operations Committee Meeting Minutes – December 4, 2024

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott (virtual) B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd (virtual) J. Maracle K. McGregor J. Morning (virtual) J. Neill (regrets) S. Ruttan C. Scott A. Bukhari (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Kumar (Student Trustee) (regrets)	K. Burra, Director of Education M. Christopher, IT Programmer J. Douglas, Communications Consultant P. Gollogly, Associate Superintendent J. Silver, Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Chair Godkin welcomed everyone to the meeting and provided the Land Acknowledgement: “The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land. From a personal perspective I am very appreciative for and honored to live on this land and very privileged to be a part of this this board and to over the last six years to have learned so much. I have gained a much greater appreciation for Indigenous people and all the wealth knowledge and everything that they have to share with us.”

2. ADOPTION OF THE AGENDA

MOVED BY: Trustee McGregor that the agenda be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

There were no conflicts declared.

Limestone District School Board

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

4. REPORTS FOR ACTION

4.1 Updates to Policies 9 and 15

Director Burra began by introducing his report on the two Policy changes being presented with Policy 9- Student Trustees containing housekeeping changes to align with current practices and Policy 15 – Trustee Attendance, Electronic Meetings and Participation of Board Members containing significant adjustments to align with Bill 98 and associated regulations. He noted that each policy's changes would be reviewed separately and that the attendance expectations in Policy 15 do not apply to Student Trustees.

Director Burra explained that the proposed changes reflected in Policy 15 would be in effect September 2025 to align with Regulation 463/97. He reviewed the significant changes which include:

- Electronic meeting attendance
- Missing a Committee of the Whole meeting
- Consequences of missing a Committee of the Whole meeting

The new Policy would reflect that if a Trustee is absent for a meeting without authorization by Board motion, they may be required to vacate their seat. For a Trustee to attend a meeting electronically, an approval process would be in place where Trustee's would submit requests in advance to the Chair for approval. In order to meet approval conditions, the request would have to be based on the following criteria:

- Distance greater than 125km
- Weather conditions
- Health concerns
- Disability
- Family responsibilities

Director Burra explained in the case that the Chair of the Board needed to submit an absence or electronic attendance request that it would be made to the Vice Chair of the Board. Director Burra highlighted some potential additions that Trustees may want to consider that would supplement the policy in extenuating circumstances. After discussion, Trustees requested that changes to Policy 15 be deferred and that Director Burra bring back Policy 15 with additional language later in the Winter to provide more provisions based on Section 228 of the Education Act.

Chair Godkin proceeded with the proposed motion for the Policy 9 housekeeping changes.

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MOTION MOVED By Trustee Scott that the changes to Policy 9 be approved with edits as outlined in Appendix A. Carried.

Chair Godkin thanked Director Burra for his report.

5. REPORTS FOR INFORMATION

5.1 Director's Annual Report 2023-2024

Director Burra stated that the Director's Annual Report is a legislated regulatory, annual requirement. The Annual Report is a summary of the previous 2023-2024 School Year. Director Burra explained that this is a legal requirement to publicly share information about LDSB including budget information, EQAO, as well as an opportunity to highlight and celebrate different Board initiatives. The report will be communicated to families, caregivers and community members in addition to being posted to the Board website for viewing. This will be submitted to the Ministry of Education in compliance with the January 31, 2025 deadline.

Chair Godkin thanked Director Burra and called upon Trustees for questions.

5.2 School Climate Data Survey

Associate Superintendent Gollogly introduced her report. She reminded Trustees that as part of the ongoing effort to maintain a safe, inclusive, and accepting school environment, the Limestone District School Board conducts a school climate survey every two years. This is also a requirement of the Ministry of Education as part of PPM 145. The latest survey, conducted in April of 2024, gathered input from students in grades 4 to 12. The results from the 2023-2024 survey were compared with those from the 2021-2022 survey.

Associate Superintendent Gollogly provided a high-level overview of the survey results which revealed a slight decline in overall participation rates, with a notable drop in secondary students' participation. However, there was an increase in students' sense of agency, with more students feeling that their learning is connected to the world and that they can make a difference. Engagement in schoolwork also saw positive responses, with most students reporting interest in their learning at least some of the time.

Future orientation showed a significant increase, with more students thinking about their future careers. The proportion of students who believe they will graduate from high school increased by 5%. However, there was a decline in students feeling safe in certain areas, such as online and in gym change rooms and bathrooms. Reports of bullying increased, which can be attributed to the improved human rights reporting tool. Despite this, reports of physical bullying decreased, and more students reported bullying incidents to adults.

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In terms of human rights and equity, there was a decrease in negative treatment of transgender students and an increase in the use of correct pronouns by adults. Mental health concerns were highlighted, with nearly one in four secondary students rating their mental health as poor. Substance use, particularly vaping, alcohol, and high-caffeine energy drinks, was common among students. Social media use increased with grade level, and students who slept less were more likely to use social media longer, especially at night.

Vice-Chair Godkin thanked Associate Superintendent Gollogly for her reports and called upon Trustees for questions.

6. UNFINISHED BUSINESS

None at this time.

7. NEW BUSINESS

None at this time.

8. CORRESPONDENCE

None at this time.

9. FUTURE MEETING SCHEDULE

February 5, 2025

10. ADJOURNMENT

Moved by Trustee Scott that the meeting adjourn. Carried.

The Meeting Adjourned at 6:36 p.m.

Limestone District School Board

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Administrative Report: Multi-Year Capital and School Renewal Project Plan

Regular Board Meeting

January 15, 2025

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 has 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 include 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 5, 2024, Board Meeting the 2024-2025 Budget was approved including a capital budget consisting of \$21 million in School Renewal funded projects.

School Renewal	\$ 4,395,261
School Condition Improvements	\$ 16,676,028
Total	\$ 21,071,289

Limestone District School Board

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The 2024-2025 Budget contained a preliminary plan of proposed renewal projects by category type to highlight how \$21 million would be invested.

Current

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 2024-2025 listing of \$21,071,289 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 2024-2025	
SCIA	16,676,028
Renewal	4,395,261
Funding Total	21,071,289
Planned Capital Projects 2024-2025	
Conveyance	200,000
Building envelope	8,385,000
Interiors	665,000
Electrical/Lighting	1,435,000
HVAC	4,930,000
Communications/Security	300,000
Plumbing	812,000
Site	1,850,000
Planned Project Total	18,662,000
Balance (Contingency)	2,417,289
TOTAL	21,079,289

Limestone District School Board

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For the 2023-2024 to 2032-2033 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.

Appendix A provides an itemized breakdown of projects for funding and planning purposes only. The construction dates for these projects are being planned to be completed in the short (within 1 year) and medium term (1 to 3 years).

Annual Project Plan for 2024-2025 to 2033-2034	
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

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, Assistant Manager of Facility Services
 Dave Fowler, Manager of Facilities
 Craig Young, Superintendent of Corporate Services

Reviewed by: Krishna Burra, Director of Education

Attachments

Appendix A: 2024-2025 Capital and School Renewal Project Plan Detail

Limestone District School Board

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Appendix A 2024-2025 Capital and School Renewal Project Plan Detail		
School	Project Description	Planned Estimate
Amherst Island	Service Upgrades	\$ 25,000
Amherstview	Site Improvements Phase II	\$ 200,000
Amherstview	Building Envelope	\$ 100,000
Amherstview	Interior Improvements	\$ 25,000
Bath	Plumbing Upgrade	\$ 17,000
Bayridge	Window / Roof Replacement	\$ 1,270,000
Bayridge	Site Improvement	\$ 25,000
BSS	Elevator Modernization	\$ 200,000
BSS	Mechanical Repair	\$ 15,000
Cataraqui Woods	HVAC Upgrade	\$ 300,000
Cataraqui Woods	Interior Improvements	\$ 25,000
Centennial	HVAC Upgrade	\$ 300,000
Centennial	Site Development	\$ 1,500,000
Centreville	Structural Replacement - RAAC Remediation	\$ 10,000
Elginburg	HVAC Upgrade/Roof Replacement	\$ 1,330,000
Enterprise	Roof Replacement	\$ 250,000
ESS	Structural & Building Envelope Review	\$ 25,000
ESS	Washroom Renovations	\$ 30,000
Fairfield	Lighting & Ceiling Replacement	\$ 150,000
FSS	Building Envelope Phase 2	\$ 500,000
Glenburnie	Site Improvement	\$ 50,000
Glenburnie	Masonry Repair	\$ 400,000
GREC	HVAC Replacement	\$ 500,000
Harrowsmith	Site Improvement	\$ 25,000
Harrowsmith	Window Replacement	\$ 25,000
JG Simcoe	Accessible Washroom & Storage	\$ 450,000
JG Simcoe	Interior Improvements & Lighting Upgrade	\$ 150,000
Joyceville	Door & Lock Replacement	\$ 35,000
JR Henderson	Lighting & Ceiling Replacement	\$ 100,000
LCVI	Roof Replacement	\$ 750,000
Loughborough	HVAC & Lighting Upgrades	\$ 1,000,000
Loughborough	Site Improvements	\$ 25,000
LSCE	Electrical & HVAC Improvements	\$ 1,000,000
LSS	Culinary Arts Classroom Renovation	\$ 200,000
LSS	Electrical Upgrade	\$ 1,000,000
LSS	Interior Improvements	\$ 250,000
NAEC	Site Improvements	\$ 25,000
NAEC	Roofing Replacement Phase 2	\$ 800,000
NAEC	Washroom Upgrade	\$ 100,000
NDSS	Roofing	\$ 640,000
Newburgh	Structural Review - RAAC Remediation	\$ 25,000
Polson	Interior Improvements	\$ 80,000
Prince Charles	Structural Review - RAAC Remediation	\$ 25,000
Selby	Building Envelope	\$ 750,000
SHS	Dust Collector Improvements	\$ 10,000
SHS	Window & Roof Replacement Phase 2	\$ 2,900,000
Southview	HVAC Improvements	\$ 500,000
Welborne	Interior Improvements	\$ 250,000
Various	Communications/Security	\$ 300,000

Administrative Report: 2024-2025 Revised Estimates and Interim Financial Report for Q1

Regular Board Meeting

January 15, 2025

Purpose

To report on the 2024-2025 revised estimates and interim financial operating expenditures for the period ending November 30, 2024 (Quarter 1).

Background

2024-2025 Revised Estimates:

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

This report provides an update on enrolment and staffing changes since the budget was approved by the Board on June 19, 2024. Also included, are updated operating and capital sections of the budget, reflecting revenue and expenditure information at revised estimates.

Current

Enrolment:

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

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

Overall enrolment is expected to be 185 ADE higher in the 2024-2025 school year than originally forecast in the budget, with the elementary panel increasing by 36 students, and the secondary panel increasing by 149 students.

Limestone District School Board

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Staffing:

There was an increase of 35.0 FTE staffing overall. An additional 9.1 FTE teaching staff, 1.0 additional FTE Educational Assistants, 17.9 additional FTE para-professionals, 2.7 FTE additional principals and vice-principals, 0.5 additional FTE school office, 3.0 additional FTE Coordinators and Consultants, 1.3 additional FTE continuing education, (0.5) reduction FTE Board Administration. No additional staffing changes were made.

30.5 FTE of the net increase was a result of increased enrolment, 2.7 FTE is a result of increased deferred revenue funding and 1.8 FTE of the net increase was a result of Responsive Education Programs (REP) funding announcements, (previously named Priorities and Partnership Fund (PPF)).

Operating Budget Revenue:

Core Education Funding (Core Ed) (previously named Grant for Student Needs (GSN)) operating allocation increased overall by \$11.7M. An increase of \$7.1M is due to updates to funding benchmarks and table amounts arising from the settlement of the 2022-2026 central labour agreements. Other increases include \$3.5M related to increased enrolment, \$1.6M due to changes to the principals and vice-principals funding model, and \$0.8M in additional deferred revenue. This is offset by a decrease of \$1.3M in various grants such as teacher and ECE qualification and experience.

Other Government Grants increased by \$1.6M primarily due to new REP grant announcements and other supplemental grants. (*See Appendix 2 and Appendix 2A for more information*). It is important to note that REP grants are for specific government initiatives and are supported by detailed agreements, accountability, and reporting criteria. These agreements normally indicate that any underspending is to be returned.

Tuition Fees – increased by \$260,000 primarily due to an increase in International Education enrolment.

Other Revenues – increased by \$1.2M primarily due to an increase in temporary Educational Assistants being seconded to Jordan's Principle. This agency supports Indigenous students with high needs.

Over-all operating revenues at the 2024-2025 revised estimates has increased from \$298.1M to \$312.8M or a net increase of \$14.7M.

Limestone District School Board

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Operating Budget Expenditures:

Operating expenditure has increased from \$298M to \$312.7M or a net increase of \$14.7M. This is \$131,000 greater than the total operating revenues.

The additional \$14.7M in expenditures includes increased salary costs related to the 2022-2026 central labour agreements being settled at rates higher than original projected. Salary and benefit costs also increased due to the staffing changes previously noted. Other changes include additional short term educational assistant support, additional computer expenditures, and additional expenditures for the temporary Educational Assistants seconded to Jordan's Principle. *(See Appendix 3 and Appendix 3A for more information.)*

Capital Budget Revenue and Capital Budget Expenditures:

For the 2024-2025 revised estimates there was no change to the School Condition Improvement funding allocation. School Renewal funding allocation increased by \$27,000. Total capital revenue and expenditures reflect a decrease of \$225,000, for a total of \$24.3M. *(See Appendix 4 and Appendix 5 for more information.)*

Consolidated PSAB Budget

For the 2024-2025 revised estimates there was no change to the Consolidated PSAB Budget Surplus (Deficit), the amount remains a deficit of \$1,736,605 and reflects similar adjustments to the 2024-2025 estimates. *(See Appendix 6 for more information.)*

Compliance Report

For the 2024-2025 revised estimates, the Compliance Report reflects that we have a balanced budget for compliance purposes, which is the same as the 2024-2025 estimates. The calculation presented in the Compliance Report demonstrates that total expenses equal the total revenues. As a result, the 2024-2025 Revised Budget deficit is compliant with the Ministry of Education requirements. *(See Appendix 7 for more information.)*

Limestone District School Board

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Interim Financial- Operating Expenditures for the period November 30, 2024 (Quarter 1):

Interim financial operating expenditures for the period ending November 30, 2024 (Quarter 1) are presented in a similar format to the 2024-2025 operating budget, indicating the amount spent by expenditure category and the associated percentage.

As at Quarter 1, \$74.7M of the \$312.7M operating budget or 24% has been spent. This is comparable to the 26% results from the same quarter last year.

It is important to note, that expenditures are based upon items paid within the stated period. Certain expenditures may be non-cyclical in nature, which may lead to higher or lower expenditures within a given period. *(See Appendix 8 for more information.)*

Recommendations

That this report be received for information purposes.

Prepared by: Paula Carson, Manager of Financial Services

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

Attachments

- Appendix 1 - Average Daily Enrolment (ADE)
- Appendix 2 - Operating Budget- Revenue
- Appendix 2A - PPF Grant Announcements
- Appendix 3 - Operating Budget – Expenditures
- Appendix 4 - Capital Revised Budget- Revenue
- Appendix 5 - Capital Revised Budget – Expenditures
- Appendix 6 - Consolidated PSAB Budget
- Appendix 7 - Compliance Report
- Appendix 8 - Interim Financial Report – Operating Expenditures (Quarter 1)

Limestone District School Board

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Limestone District School Board
2024-2025
Regular Day School
Average Daily Enrolment (ADE)
Appendix 1

ADE Categories	2024-2025 Estimates	2024-2025 Revised Estimates	Variance
Elementary			
Kindergarten	2,565	2,583	18
Grades 1 to 3	4,162	4,190	28
Grades 4 to 8	7,087	7,077	(10)
Elementary Total	13,814	13,850	36
Secondary			
Grades 9 to 12	6,657	6,806	149
ADE Total	20,471	20,656	185

Includes - Other Fee Paying Students

Excludes - Students over 21 years old

Limestone District School Board
2024 - 2025
Operating Budget - Revenue
Appendix 2

Revenue Categories	2024-2025 Estimates	2024-2025 Revised Estimates	Variance
Core Education Funding (Core Ed) Operating Allocation			
Classroom Staffing Fund (CSF)	\$ 141,150,762	\$ 154,985,630	\$ 13,834,868
Learning Resources Fund (LRF)	44,612,287	47,979,923	3,367,636
Special Education Fund (SEF)	36,804,515	39,471,622	2,667,107
School Facilities Fund	27,752,457	28,554,678	802,221
Student Transportation Fund (STF)	19,457,005	19,490,542	33,537
School Board Administration Fund (SBAF)	7,465,190	7,745,352	280,162
Bill 124 Remedy Funding	9,264,238	-	(9,264,238)
Core Education Funding (Core Ed) Operating Allocation Total	286,506,454	298,227,747	11,721,293
Other Government Grants			
Literacy and Basic Skills - Ministry of Labour, Immigration (MLITSD)	330,386	330,386	-
Ont Youth Apprenticeship - Ministry of Labour, Immigration (MLITSD)	267,544	283,444	15,900
Adult ESL - Ministry of Labour, Immigration, Training (MLITSD)	-	206,121	206,121
MOE-Responsive Education Programs (REP)-Current Year Funding	2,630,700	3,406,671	775,971
MOE-Responsive Education Programs (REP)-Prior Year Carryforward	-	43,754	43,754
MOE-Responsive Education Programs (REP)-Continuing Education	-	96,048	96,048
Other Supplemental Grants	130,264	544,201	413,937
Other Government Grants Total	3,358,894	4,910,625	1,551,731
Tuition Fees			
International Students	1,664,000	1,792,650	128,650
First Nations Students	125,710	200,505	74,795
Community Education & Outreach Fees	822,424	880,531	58,107
Tuition Fees Total	2,612,134	2,873,686	261,552
Other Revenues			
Term Lease Rentals to Agencies	263,720	293,759	30,039
Community Use	250,000	270,000	20,000
Interest	1,250,000	1,250,000	-
Administrative Cost Recoveries	175,000	175,000	-
Instructional Cost Recoveries	2,037,333	3,099,282	1,061,949
International Students Other Fees	1,437,100	1,503,700	66,600
Continuing Education Contracts	7,000	7,000	-
Funded From School Budget Balance & Retirement Benefits	222,320	222,320	-
Other Revenues Total	5,642,473	6,821,061	1,178,588
Operating Revenue Total	\$ 298,119,956	\$ 312,833,119	\$ 14,713,164

Limestone District School Board
2024 - 2025
REP Grant Announcements
Appendix 2A

Description	2024-25		2024-25	
	Estimates		Revised Estimates	Variance
Critical Physical Security Infrastructure	\$ 109,500	\$	109,455	\$ (45)
De-Streaming Implementation Supports	35,400		35,357	(43)
Early Reading Enhancements: Early Reading Screening Tools	121,300		121,323	23
Education Staff to Support Reading Interventions	698,600		698,622	22
Entrepreneurship Education Pilot Projects	30,000		30,000	-
Experiential Learning for Guidance-Teacher Counsellors	39,300		39,260	(40)
Grade 10 Civics Travel To Legislature	-		51,900	51,900
Heath Resources, Training and Supports	13,200		13,197	(3)
Implementation Supports Revised Provincial Code of Conduct	-		59,655	59,655
K-12 Cyber Protection Strategy Pilot	-		225,500	225,500
Learn and Work Bursary	21,000		21,000	-
Licenses for Reading Intervention Supports	151,200		151,350	150
Math Recovery Plan: Additional Qualifications	-		65,000	65,000
Math Achievement Action Plan	1,128,800		1,128,827	27
Mental Health Strategy Support - Emerging Needs	13,500		13,487	(13)
Parent Education and Awareness Campaign	-		17,647	17,647
Professional Development for Early Childhood Educators	-		31,434	31,434
Recognition of Experiential Learning For Credit Pilot Program	-		140,000	140,000
Removing Barriers for Students with Disabilities	-		26,000	26,000
Skilled Trades Bursary Program	13,000		13,000	-
Special Education Additional Qualification (AQ) Subsidy for Educators	11,600		11,647	47
Special Education Needs Transition Navigators	94,300		94,296	(4)
Summer Learning for Students with Special Education Needs	-		23,940	23,940
Summer Mental Health Supports	-		11,774	11,774
The Limestone Bridge Program	150,000		150,000	-
Transportation and Stability Supports for Children and Youth in Care	-		123,000	123,000
Total	\$ 2,630,700	\$	3,406,671	\$ 775,971

Limestone District School Board
2024 - 2025
Operating Budget - Expenditures
Appendix 3

Expenditure Categories	2024-2025 Estimates	2024-2025 Revised Estimates	Variance
Instruction			
Classroom Teachers	\$ 150,886,666	\$ 156,808,216	\$ 5,921,550
Supply Staff	8,621,271	9,093,926	472,655
Teacher Assistants	19,189,480	20,285,585	1,096,105
Early Childhood Educator	5,405,846	5,411,946	6,100
Textbooks and Supplies	7,362,583	8,465,909	1,103,326
Computers	4,056,781	4,367,695	310,914
Professionals/Paraprofessionals	10,409,858	11,192,782	782,924
Library and Guidance	3,454,412	3,621,464	167,052
Staff Development	1,183,227	2,001,576	818,349
Department Heads	329,102	338,096	8,994
Principals and VPs	11,416,091	12,818,919	1,402,828
School Office	7,473,577	7,665,252	191,675
Coordinators and Program Teacher Support	4,619,052	5,160,950	541,898
Continuing Education	1,757,090	1,998,291	241,201
Instruction Total	236,165,036	249,230,607	13,065,571
Administration and Governance			
Trustees	177,422	177,422	-
Directors and Supervisory Officers	876,130	904,698	28,568
Board Administration	7,361,165	7,647,376	286,211
Administration and Governance Total	8,414,717	8,729,496	314,779
Transportation			
Transportation	21,166,507	21,198,438	31,931
Transportation Total	21,166,507	21,198,438	31,931
Pupil Accommodation			
School Operations and Maintenance	30,135,478	30,347,638	212,160
Pupil Accommodation Total	30,135,478	30,347,638	212,160
Other			
Other Non-Operating Expenses	2,107,315	3,196,037	1,088,722
Other Total	2,107,315	3,196,037	1,088,722
Operating Expenditures Total	\$ 297,989,053	\$ 312,702,216	\$ 14,713,163

Limestone District School Board
2024-2025
Capital Revised Budget - Revenue
Appendix 4

Revenue Categories	2024-2025 Estimates	2024-2025 Revised Estimates	Variance
Ministry Funded Projects			
School Renewal	\$ 4,368,731	\$ 4,395,261	\$ 26,530
School Condition Improvement	16,676,028	16,676,028	-
Ministry Funded Projects Total	21,044,759	21,071,289	26,530
School Generated Funds - Playground Structures	30,000	61,124	31,124
Ministry Financing			
Interest on Long Term Debt - Ontario Financing Authority (OFA)	2,247,699	2,247,699	-
Interest on Long Term Debt - 55 School Board Trust debt	457,419	457,419	-
Short Term Interest	737,614	455,029	(282,585)
Ministry Financing Total	3,442,732	3,160,147	(282,585)
Capital Revenue Total	\$ 24,517,491	\$ 24,292,560	\$ (224,931)

Limestone District School Board
2024 - 2025
Capital Revised Budget - Expenditures
Appendix 5

Expenditure Categories		2024-2025 Estimates	2024-2025 Revised Estimates	Variance
Ministry Programs				
School Renewal				
Various Schools	Interior/Small Capital	\$ 600,000	\$ 477,104	\$ (122,896)
Various Schools	Building Services	-	-	-
Various Schools	Site Improvements	3,768,731	3,918,157	149,426
School Renewal Total		4,368,731	4,395,261	26,530
School Condition Improvement				
Various Schools	Building Envelope	6,531,097	5,253,835	(1,277,262)
Various Schools	Interior/Small Capital	458,631	1,241,327	782,696
Various Schools	Building Services	7,600,968	7,933,691	332,723
Various Schools	Site Improvements	2,085,332	2,247,175	161,843
School Condition Improvement Total		16,676,028	16,676,028	-
Ministry Programs Total		21,044,759	21,071,289	26,530
School Generated Funds - Playground Structures		30,000	61,124	31,124
Ministry Financing				
Interest on Long Term Debt	Ontario Financing Authority (OFA)	2,247,699	2,247,699	-
Interest on Long Term Debt	55 School Board Trust debt	457,419	457,419	-
Short Term Interest		737,614	455,029	(282,585)
Ministry Financing Total		3,442,732	3,160,147	(282,585)
Capital Expenditures Total		\$ 24,517,491	\$ 24,292,560	\$ (224,931)

**Limestone District School Board
2024-2025 Consolidated PSAB Budget
Appendix 6**

	2024-2025 Estimates	2024-2025 Revised Estimates
Revenue		
Operating	\$ 298,119,956	\$ 312,833,119
Capital	24,517,491	24,292,560
Transfer (to) Deferred Capital Contributions - Related to Tangible Capital Assets		
Operating Minor Capital Additions	(1,187,785)	(2,022,206)
Capital Major and Minor Capital Additions	(21,812,373)	(21,587,442)
Transfers From Deferred Capital Contributions	18,266,729	17,876,957
School Generated Funds	5,000,000	6,000,000
Charitable Trust Revenues	150,000	161,000
Amortization of Employee Future Benefits	(222,320)	(222,320)
Total Revenue - Consolidated PSAB Budget	322,831,698	337,331,668
Expenses		
Operating	297,989,053	312,702,216
Capital	24,517,491	24,292,560
Non-Expenditure Items-Related to Tangible Capital Assets		
Operating Minor Capital Additions	(1,187,785)	(2,022,206)
Capital Major and Minor Capital Additions	(21,812,373)	(21,587,442)
Amortization of Tangible Capital Assets	18,514,665	18,124,893
Amortization of Asset Retirement Obligations	1,671,586	1,671,586
School Generated Funds	5,000,000	6,000,000
Charitable Trust Revenues	150,000	161,000
Amortization of Employee Future Benefits	(222,320)	(222,320)
Debt Support Payments - Accrued Interest	(52,014)	(52,014)
Total Expenses - Consolidated PSAB Budget	324,568,303	339,068,273
Consolidated PSAB Budget Surplus (Deficit)	\$ (1,736,605)	\$ (1,736,605)

Note(s)

The Operating and Capital Budgets have been presented on a modified cash basis. Ontario School Boards are required to report budgets in accordance with Public Sector Accounting Board (PSAB) standards. The consolidated PSAB Budget presents the operating and capital budget on a PSAB basis, including the recognition of capital grant revenue and amortization related to tangible capital assets.

PSAB also requires that all organizational revenue and expenses be reflected in the Consolidated Budget, as a result School Generated Funds and Charitable Fund revenues and expenses are included.

Amortization of employee future benefits is calculated based upon most recent actuarial valuations of benefit obligations, such as retirement and sick leave accumulation for certain groups of employees.

**Limestone District School Board
Compliance Report
Appendix 7**

	2024-2025 Estimates	2024-2025 Revised Estimates
Revenue		
Total Revenue - Consolidated PSAB Budget	\$ 322,831,698	\$ 337,331,668
Excluded Items		
School Generated Funds	(5,000,000)	(6,000,000)
Total Revenue For Compliance Purposes	317,831,698	331,331,668
Expenses		
Total Expenses - Consolidated PSAB Budget	324,568,303	339,068,273
Excluded Items		
School Generated Funds	(5,000,000)	(6,000,000)
Amortization of Employee Future Benefits	222,320	222,320
Debt Support Payments - Accrued Interest	52,014	52,014
Amortization of Employee Future Benefits Funded From Retirement Benefits (Accumulated Surplus)	(222,320)	(222,320)
Amortization Funded From Committed Capital (Accumulated Surplus)	(117,033)	(117,033)
Amortization of Asset Retirement Obligations	(1,671,586)	(1,671,586)
Total Expenses For Compliance Purposes	317,831,698	331,331,668
Surplus (Deficit) For Compliance Purposes	\$ -	\$ -
Budget (Deficit) Less Than 1% of Grants For Student Needs (GSN) Operating Allocation	Compliant	Compliant

Note(s)

The Ministry of Education allows school boards to incur an in-year deficit up to one percent of their 2024-2025 Core Education Funding (previously Grants for Student Needs (GSN)) operating allocation with Minister's approval and the submission of a Board approved two year deficit elimination plan. This is consistent with the requirements set out in Ontario Regulation 280/19. This regulations is not applicable when the Trustees approved a balanced budget. The calculation excludes the effects of school generated funds, amortization of employee future benefits, and accrued interest on long-term debt.

Limestone District School Board
Interim Financial Report - Operating Expenditures
For the Period Ending November 30, 2024 (Quarter 1)
Appendix 8

Expenditure Categories	2024-2025 Revised Estimates	2024-2025 Expenditures at (Q1)	2024-2025 % Spent at (Q1)	2023-2024 % Spent at (Q1)
Instruction				
Classroom Teachers	\$ 156,808,216	\$ 34,776,489	22%	25%
Supply Staff	9,093,926	2,085,660	23%	21%
Educational Assistants	20,285,585	5,648,870	28%	26%
Early Childhood Educators	5,411,946	1,447,795	27%	27%
Textbooks and Supplies	8,465,909	2,171,800	26%	30%
Computers	4,367,695	1,045,402	24%	28%
Professionals/Paraprofessionals	11,192,782	2,568,056	23%	26%
Library and Guidance	3,621,464	843,892	23%	27%
Staff Development	2,001,576	592,554	30%	24%
Department Heads	338,096	77,799	23%	28%
Principals and VPs	12,818,919	3,066,715	24%	26%
School Office	7,665,252	2,368,005	31%	31%
Coordinators and Consultants	5,160,950	1,241,359	24%	24%
Continuing Education	1,998,291	271,099	14%	17%
Instruction Total	249,230,607	58,205,495	23%	25%
Administration and Governance				
Trustees	177,422	34,067	19%	24%
Directors and Supervisory Officers	904,698	243,152	27%	24%
Board Administration	7,647,376	1,999,714	26%	26%
Administration and Governance Total	8,729,496	2,276,933	26%	26%
Transportation				
Transportation	21,198,438	6,295,094	30%	29%
Transportation Total	21,198,438	6,295,094	30%	29%
Pupil Accommodation				
School Operations and Maintenance	30,347,638	7,266,013	24%	26%
Pupil Accommodation Total	30,347,638	7,266,013	24%	26%
Other				
Other Non-Operating Expenses	3,196,037	648,786	20%	24%
Pupil Accommodation Total	3,196,037	648,786	20%	24%
Operating Expenditures Total	\$ 312,702,216	\$ 74,692,321	24%	26%

Administrative Report: Mental Health Operational Plan 2024-2025

Regular Board Meeting

January 15, 2025

Purpose

To update Trustees on the 2024-2025 Mental Health and Substance Use Strategy Action Plan and progress on the 2025-2028 Mental Health Substance Use and Addictions Three Year Strategy.

Strategic Plan Goals:

- Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning
- Improve responsiveness and service to families, staff, and community partners

Background

As per School Mental Health Ontario (SMHO), a Board Mental Health and Substance Use Strategy is a “written expression of school board priorities and goals in the area of mental health, and the related initiatives designed to enhance student well-being in the short and longer term.” Each Ontario school board is required to have a three-year mental health and substance use strategy, along with a one-year action plan that defines priorities and actions related to mental health.

Current Status

The 2025-2028 Mental Health Substance Use and Addictions Strategy is in its initial review phase with the LDSB Mental Health and Substance Use Leadership Committee and will be released soon. As part of this three-year plan, the 2024-25 Mental Health and Substance Use Strategy Action Plan details the goals associated with the current school year and actions that will support student well-being and mental health across the district.

As in previous years, the goals are collated under keys areas of focus. For the 2025-2028 three-year plan and the 2024-25 one-year plan, the areas of focus are:

- Mental Health, Substance Use and Addictions Support
- Engagement and Collaboration
- Pathways to/through/from Mental Health, Substance Use, and Addictions Care

Limestone District School Board

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- Identity-Affirming Practice
- Equip and Support Staff

Key elements of both the 2025-2028 three-year plan, and the current 2024-2025 Mental Health and Substance Use Action Plan, include supporting the implementation of both the mandatory Grade 7 and 8 Mental Health Modules that support the Health and Physical Education curriculum and the revisions to the existing Career Studies (GLC20) curriculum. Both the Grade 7 & 8 and Grade 10 GLC20 revisions are designed to enhance mental health literacy, and equip students with culturally responsive, evidence-informed knowledge, skills and strategies to support their mental health and well-being, both in school and on-going.

Another key element of both plans is supporting the system in implementing Dr. David Tranter's Third Path: A Relationship-Based Approach to Student Well-Being and Achievement. While this work is not new, and has been a focus for several years, many schools have initiated the use of this resource as a foundation to improving relationships within the school context to encourage and support improved attendance and parent/caregiver engagement.

Recommendations

That this report be received by the Trustees for information purposes.

Prepared by: Scot Gillam Superintendent, Laura Conboy, Mental Health Lead & Melissa West, Special Education Coordinator

Reviewed by: Krishna Burra, Director of Education

Attachments: 2024-2025 Mental Health and Substance Use Strategy Action Plan

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[See Yourself in Limestone](#)

Limestone District School Board 2024-2025

Mental Health, Substance Use and Addictions Action Plan

Area of Focus	Goals	Key Activities	Audience	Timeline	Status	Monitoring and Evaluation
Mental Health, Substance Use and Addiction Support	Address the requirements outlined in PPM 169 .	Develop a three-year (2025-2028) Mental Health, Substance Use and Addiction Strategy that aligns with the LDSB Strategic Plan.	All students All caregivers All LDSB staff Community partners	December 2024		
		Support the implementation of new mandatory mental health learning materials for grade 10 career studies (GLC20).	Grade 10 students Caregivers Secondary educators Secondary administrators	September 2024 / February 2025		
		Ongoing support for the implementation of the mandatory Grade 7 & 8 mental health literacy modules .	Grade 7 & 8 students Grade 7 & 8 educators Elementary administrators	September 2024 – June 2025		
		Students will receive teacher-led, culturally-responsive mental health literacy programming.				

Engagement and Collaboration	Provide students with resources and programming that will help to prevent, reduce, and address substance use and addictions.	In partnership with School Mental Health Ontario (SMHO) and Youth Wellness Hubs Ontario (YWHO), ongoing implementation and scale-up of PreVenture .	Grade 8 students Select administrators and educators Student Support Counsellors (SSCs)	September 2024 – June 2025		
		Promote healthy cell phone and social media use.	All students	September 2024 – June 2025		
		Enhance the online student self-referral link to access school-based well-being supports.	Secondary students	September 2024		
	Increase students’ access to, and knowledge of, school-based mental health supports.	Provide school resources to increase the number of students in grade 6, 9, and 10 who report being aware of mental health supports and services in order to seek supports for mental health.	Grade 6, 9 and 10 students	September 2024 – June 2025		
		Promote student representation on the LDSB Mental Health and Substance Use (MHSU) Leadership Committee .	Secondary students	August/September 2024		
		Offer schools resources to support diverse student leadership styles and use of identity-affirming mental health promotion and stigma reduction initiatives within schools.	Grade 7-12 students School staff	September 2024 – June 2025		
	Support opportunities to engage students in meaningful consultation, contribution, partnership and leadership.	Promote caregiver representation on the LDSB Mental Health and Substance Use (MHSU) Leadership Committee .	Caregivers	August/September 2024		
		Build family mental health literacy and awareness through resource sharing, educational, and engagement opportunities.				

Pathways To/Through/ From Mental Health, Substance Use, and Addictions Care		Provide system-wide opportunities for families/caregivers to increase their awareness of child and youth mental health supports and services.	Caregivers	September 2024 – June 2025		
		Attendance awareness campaign, encouraging accurate reporting of absences due to a mental health concern.	Caregivers K-12 Students Administrators Attendance Counsellors (ACs)	September 2024 – June 2025		
	Promote proactive approaches to fostering daily school attendance with an emphasis on self-care and prioritizing mental health.					
		Regulated school mental health professionals will utilize evidence-informed brief interventions and standardized measurement tools to meet students’ goals of improved mental health in the school setting.	Social Workers (SWs), Clinical Consultants K – 12 students	September 2024 – June 2025		
	Mental health professionals will increase their understanding and utilization of brief, culturally-responsive mental health supports and resources, ensuring that students are able to access community supports if/when needed.	Non-regulated school mental health professionals will support all students in the classroom or small groups with evidence-informed mental health literacy and universal mental health promotion activities.	SSCs, Adolescent Care Workers (ACWs) K-12 students	September 2024 – June 2025		
		Use of Ontario Health (OH) OTNhub services, as a means of increasing virtual care delivery to students.	SWs, Clinical Consultants, Behaviour Analysts (BAs) K-12 students	September 2024 – June 2025		
		LDSB will continue to engage in joint local planning with community-based child and youth mental health and addictions providers.	Contribute to an improved system of care following Right Time, Right Care	Maltby Centre	July 2024 – July 2025	

		principles, clarifying roles and responsibilities at each tier of service and communicating about the available capacity of local community-based child and youth agencies.	Mental Health & Substance Use Leadership Committee			
		LDSB will continue to be a participant in the development and implementation of a System of Care Pathway for infant and early mental health and well-being, in partnership with Infant and Early Mental Health Promotion (IEMHP) at The Hospital for Sick Children and community partners.	Caregivers Kindergarten students Special Education Coordinators	September 2024 - June 2025		
		All staff will have an awareness of the LDSB Suicide Response Protocol and how to access pathways to care for students.	All staff	September 2024 - June 2025		
		Applied Suicide Intervention Skills Training (ASIST) .	Administrators Educators Educational Services staff	October 2024		
	All school administrators, educators, and mental health support staff will have working knowledge of suicide prevention, intervention and postvention protocols.	Pilot SMHO Prepare, Prevent, Respond Suicide Promotion / Life Prevention Literacy for School Staff training workshop, to develop an understanding of suicide prevention at school, and the role that all school staff play in keeping students safe.	Implementation team Educational Assistants (EAs)	September 2024 - June 2025		

Identity-Affirming Practice	Target the prevention of violence through the promotion of positive, healthy relationships.	Explore implementation of the Healthy Relationships Plus Program (HRP) and/or Fourth R.	Elementary and secondary students	September 2024 – June 2025		
		Mental health support staff	Educators			
	Support schools to recognize the importance of identity-affirming practices and culturally-responsive resources and services across school environments.	Continue to offer implementation support to schools for the Healthy Relationships Program for 2S/LGBTQIA+.	Elementary and secondary GSAs	September 2024 – June 2025		
		Collaborate with Equity Team members around resource development, implementation, and shared training opportunities.	Educators Administrators School staff	September 2024 – June 2025		
Enhance Staff Knowledge	Enhance educator and staff mental health literacy so they can embed mental health promotion and substance use prevention into the education experience for students and help to foster safe, and welcoming environments.	Share evidence-informed resources on mental health, substance use and addictions with educators and school staff.	K-12 students K-12 educators Administrators	July 2024 – June 2025		
		Introduce school administrators to Leading Mentally Healthy Schools.	K-12 administrators	July 2024 – May 2025		
		Expand staffs’ understanding of the origins of trauma and the impact of adversity on the developing brain.	Administrators Educators EAS Educational Services staff	September 2024 – June 2025		

	Focus on prevention and early intervention practices.	Provide educator training to recognize signs of mental health concerns and facilitate access to care.	Educators	September 2024 – June 2025		
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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

October 16, 2024

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	Present: H. Clark, Autism Ontario E. Clow, Member-at-Large A. Martin, Member-at-Large (Queen's University) H. Simson, Learning Disabilities Association of Kingston Z. Rogers, Community Living Kingston J. Barker, Lennox & Addington Resources for Children L. Clouthier, Easter Seals Ontario Regrets: C. Lord, Epilepsy South Eastern Ontario K. Hill, Member-at-Large
Invitees:	Staff:
	Present: S. Gillam, Superintendent, Learning for All C. Snider, Special Education Program Coordinator M. Aylsworth, Special Education Program Coordinator M. West, Special Education Program Coordinator L. Conboy, Mental Health Lead J. Lalonde, Special Education Program Coordinator N. Dillard, Vice-Principal of Educational Services T. Bonham-Carter, Special Education Program Coordinator Regrets: M. Blackburn, Principal of Educational Services W. Fisher, Educational Services and Safe Schools Coordinator
Guests:	Recorder:
M. Smit, Learning Disabilities Association of Kingston	J. Senior, Administrative Assistant

1. WELCOME

Limestone District School Board

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

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.”

Superintendent Scot Gillam welcomed new and returning SEAC Members.

2. ADOPTION OF THE AGENDA

MOVED BY: Trustee Lloyd that the agenda be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

MOVED BY: Erin Clow that the September 11, 2024, IEC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

5.1 MOTION: Trustee Lloyd – That SEAC send a letter to the Ontario College of Teachers, with copies to the Minister of Education and the Minister of Colleges and Universities, requesting an update to the curriculum in Ontario’s Teacher’s Colleges to better meet the diverse needs of students with special education requirements.

MOVED BY: All SEAC Members. Carried.

5.2 New membership – Epilepsy Southeastern Ontario is recommending that Christina Lord, who is the Executive Director in our district, represent Epilepsy Southeastern Ontario on the Limestone District School Board SEAC.

6. EDUCATION SERVICES UPDATE

6.1 Special Education Operational Plan – Monitoring Document – Vice Principal Nicola Dillard delivered a comprehensive presentation on the Special Education Plan- Monitoring Document. The key points of the presentation are summarized as follows:

SEAC and Educational Services Mission Statement:

Limestone District School Board

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

Our mission is to support the creation of equitable, supportive and fully inclusive learning spaces where all students can achieve their goals, develop to their full potential, and experience success. Our purpose is to support staff to recognize the unique strengths and needs of every student and to enable the conditions for learning, engagement, belonging and achievement.

The objectives and actions of our monitoring and operational plan are based on the mission and purpose statement we created last year with input from SEAC. This plan is also aligned with our Special Education Plan, which is available on the LDSB website. Our focus is on establishing the necessary conditions in every school to support every student.

To fulfill our mission and purpose, we continue to emphasize four key principles identified during the Special Education Review, incorporating feedback from our students, families, staff, and community partners.

Key Principles:

- Culture Matters
- Supports Matter
- Programming Matters
- People Matter

Capacity building is central to our efforts to enhance the educational experiences of students across Limestone. Over the past few years, we have maintained a consistent focus on core areas while expanding into new areas of learning. This expansion is based on observations and data collected throughout our system, leading to new insights into the conditions that have the greatest impact.

Key Areas of Focus for Capacity Building:

- Universal Design for Learning (UDL)
- Executive Functions
- Assistive Technology
- Relationship-Based Approaches
- Access and Accessibility
- Modifications/Accommodations
- Neuroaffirming and Inclusive Practices
- Multi-Tiered Systems of Support

The previous monitoring plan identified goals in four areas and gave a general overview of our progress. While it was clearly linked to our department goals and the Special Education Review, it remained quite separate from the broader LDSB Strategic Plan and goals. There is now an opportunity to achieve greater alignment, coherence, and connection with the 'See Yourself In Limestone' initiative, ensuring every school and every student is included.

Limestone District School Board

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Template for the new Monitoring and Operational Plan:

- Goals from the strategic plan
- Objectives/Goals for our Department
- Specific Strategies/Actions
- Clear timelines, responsibilities, and monitoring

We will maintain our focus on our mission, key principles, and capacity-building areas. We look forward to presenting our first report in December, highlighting the important and impactful work across our District.

6.2 Summer Special Education Supports and Mental Health Funding Report – Mental Health Lead Laura Conboy, and Vice Principal Nicola Dillard provided an overview of the Summer Special Education Supports and Mental Health Funding for students with special educational needs. Here are the key points:

SUMMER LEARNING PROGRAMS

Literacy Camp Support:

- Educational Assistants (EAs) supported students with special education needs at Camp Read-A-Lot.
- Twelve EAs provided support over three weeks at four LDSB sites.

Summer School:

- A Learning Program Support teacher offered guidance and resources.
- Support was provided for students with special education needs in summer credit courses.

Sundance Youth Facility:

- Educational programming and support were provided to youth in custody.
- Students engaged in credit and non-credit courses through a partnership with the St. Lawrence Youth Association.

TRANSITION SUPPORT

Back to School Transitions:

- EAs and Early Childhood Educators (ECEs) supported over 700 students with special education needs and/or complex mental health concerns.
- Support included school visits, team meetings, connections to caring adults, and classroom tours.

Summer Mental Health Supports:

- Two Attendance Counsellors (ACs), one Student Support Counsellor (SSC), and an Adolescent Care Worker (ACW) provided transitional support to elementary and secondary students.
- Forty-one elementary and nine secondary students received in-person and virtual transitional support. Five students were provided with a school tour and introduced to supportive adults.

MENTAL HEALTH SUPPORTS

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ACW for Summer School and Read-A-Lot:

- An ACW supported secondary students enrolled in summer school who were experiencing social, emotional, behavioral, and attendance issues.
- An ACW also implemented “Kids Have Stress Tool” sessions for two Grade 1-2 classes during Read-A-Lot Summer Literacy Program.

EA Professional Learning:

- Behaviour Management Systems (BMS) training for 75 casual EAs and 34 Intensive Support Teachers (ISTs). BMS training focuses on prevention through strategies like understanding students, recognizing early warning signs, and using calming and de-escalation techniques. It also covers personal safety methods such as avoidance, releases, and blocks.
- Intensive Skills Y-Training for 38 EAs, focusing on supporting students with complex behavioral and mental health needs. demonstration, and role-playing strategies. Participants also received certification in Behaviour Management Systems training.

Mental Health Counselling:

- Ongoing support from a Social Worker for students on their existing caseload.
- Seventeen students received ongoing therapy throughout July and August.

Out of the City Art Camp:

- Nineteen racialized and newcomer students attended a 5-day art camp led by Zimbabwean Canadian stone sculpting artist Chaka Chikodzi.
- Three secondary students volunteered to work at the camp.

Pilot Project with Kingston Health Sciences Centre (KHSC) – Year 2:

- Eighteen students benefited from psychiatric assessments, diagnostic clarification, and medication recommendations through a time-limited collaboration with KHSC.

Mental Health Lit - Mental Health in Action:

- Over 90 educators and 20 administrators completed the School Mental Health Ontario course.

PSSP Professional Learning:

- Approximately 50 mental health support staff participated in a day of collaboration and learning on various mental health and substance use strategies:
 - Mental Health and Substance Use Strategy Highlights
 - Community Violence Threat Risk Assessment (VTRA) Protocol
 - Suicide Response Protocol
 - Mental Health and Addiction Nurses
 - Youthab
 - Transgender Health Clinic
 - Maltby Centre – Nexus and One Stop Talk

These programs aimed to support the educational and mental health needs of students, ensuring a smooth transition back to school and providing ongoing support throughout the summer.

Limestone District School Board

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7. PRESENTATION

7.1 **Martin Smit, Educational Consultant for Learning Disabilities Association of Ontario (LDAO)-** Martin shared a presentation explaining the services provided by LDAO.

8. CORRESPONDENCE

8.1 **Epilepsy South Eastern Ontario** - Letter from Sadie Augustyn, Chairperson of Epilepsy South Eastern Ontario, nominating Christina Lord, the Executive Director, to represent the organization as a member of the LDSB Special Education Advisory Committee (SEAC). Provided for information.

9. ASSOCIATION UPDATES

9.1 **Autism Ontario Updates- October 2024** – Report from Haley Clark. Provided for information.

9.2 **Easter Seals Ontario** – Linda Clouthier provided details about an Easter Seals event, Lights On The Lake Event being held on Saturday, November 9, 2024.

10. OTHER BUSINESS

10.1 **Administrative Report: Superintendent's Report** – Superintendent Scot Gillam reviewed the Superintendent's Report that was included in the Agenda Package.

11. NEXT MEETING DATE

November 6, 2024

12. ADJOURNMENT

MOVED BY: Trustee Lloyd, that the meeting adjourn. Carried.

The meeting was adjourned at 6:43 pm.

Parent Involvement Committee Meeting Minutes – 24 October 2024

Public Meeting

Roll Call:

Trustees:	Staff:
R. Hutcheon B. Godkin (regrets)	S. Gillam, Superintendent P. Gollogly, Assoc. Superintendent (regrets) A. Grange, Communications M. Christopher, IT
Invitees:	Recorder and Producer:
V. Wood, Outgoing Co-Chair and Sydenham HS C. Bevens-Leblanc, Co-Chair G. Monajemi, Amherstview PS M. Rickey, Bayridge PS J. King, Bayridge SS and Truedell PS A. Billings, Cataraqui Woods ES R. Patrick, Centennial PS S. Patrick, Clarendon Central PS B. Betts, Collins Bay PS M. Foster, JR Henderson and Module de l'Acadie V. Venditti, KSS/Vanier C. Innocente, LCVI/Calvin Park PS E. Offshack, EVS S. Bradley, Joyceville PS M. Valente, LSS M. Hudson, KLC J. Kehoe, Molly Brant ES M. Richmond, Odessa PS M. Carrier, Perth Road PS K. Leclair, Selby PS S. Gratto, Storrington PS C. Glavin, W.J. Holsgrove J. Clayton, W.J. Holsgrove (Alt.) L. Lollar, KFL&A Health Unit	E. Smith, Administrative Assistant

1. CALL TO ORDER

Co-Chair Wood provided the Acknowledgement of Territory.

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“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.”

Co-Chair Wood called the meeting to order at 6 p.m. and welcomed everyone to the first Parent Involvement Committee (PIC) meeting for 2024/25 school year. She further informed that the meeting is being recorded and that it will be publicly available for six weeks, noting that all participants will be visible and heard.

Co-Chair Wood informed that Superintendent Scot Gillam is in attendance on behalf of Assoc. Supt. Gollogly. She also informed that Trustee Robin Hutchinson is attending on behalf of Trustee Robert Godkin.

Co-Chair Wood informed that she is stepping down from the position of Co-Chair as it would be her third year and noted that this creates a vacant Co-Chair position. She congratulated Crystal Bevans-Leblanc as elected second year Co-Chair.

She further provided an overview of what PIC is. PIC an important board level advisory body that operates as a direct link between parents and a board's Director of Education and Trustees.

2. ADOPTION OF THE AGENDA

2.1 Adopted with amendment to add an update of Indigenous Education Committee (IEC).

3. DECLARATION OF CONFLICT OF INTEREST

3.1 Three declarations of conflict of interest were noted.

4. APPROVAL OF MINUTES

4.1 PIC Meeting Minutes of 4 April 2024 were approved as amended.

4.2 PIC Meeting Minutes of 2 May 2024 were approved as amended.

5. BUSINESS ARISING FROM MINUTES

5.1 The updated PIC bylaws were attached to the PIC meeting invite for review. The floor was opened for any concerns, amendments or deletions regarding the updated bylaws.

J. Kehoe requested that sections 16 and 17 of the bylaws be revisited for language considerations. She expressed concern about being removed from the PIC emailing list, as the official PIC Rep, without prior knowledge, despite being endorsed by the School Council. It was suggested that the bylaws should include a provision to prevent the removal of an existing PIC Rep without consent or a conversation.

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Co-Chair Bevens-Leblanc clarified that the committee was looking at approving the actual bylaws that were sent out with the revisions that were considered last year. She further explained how the bylaws review process works and that it is done once a year.

PIC Bylaws (2024) were approved as amended (with last year's changes).

C. Innocente highlighted concerns regarding the distribution list for PIC communications. It was noted that many people have been randomly excluded from the distribution list at different times. This needs to be documented in the minutes for immediate attention. The committee acknowledged the communication issues and agreed to address them promptly to ensure all member receive necessary information.

6. EDUCATION SERVICES UPDATE

6.1 Co-Chair Wood welcomed everyone and provided her update:

- On September 18th, the Ministry of Education held a special meeting for PIC and parent engagement leads. The meeting provided an overview of recent revisions to policy programme Memorandum 128, the provincial Code of Conduct, and school board codes of conduct, with a focus on new provisions around vaping and cell phone use in schools. It also introduced new wrap-around supports for student mental health and parent engagement
- The Ministry allocated \$1.5 million for school boards to work with their PICs to run local parent information and awareness campaigns about excessive cell phone use and vaping. All related information, agenda, overview, and PowerPoints will be forwarded to all reps and committee members.
- Co-Chair Wood will distribute the information and materials from the Ministry of Education meeting to all PIC Representatives.
- The Co-Chair Wood announced the transition of leadership, thanking everyone for the opportunity to volunteer and represent them. The lead was then passed on to Crystal Bevens-Leblanc.
- Co-Chair Bevens Leblanc informed that the School Council Chairs Workshop (online) is currently being organized. S. Bradley has graciously offered to host the workshop again. The tentative date is either 4 or 7 November 2024. Final date will be confirmed and communicated to School Council Chairs.
- At the end of the meeting, Co-Chair Bevens-Leblanc provided information on what to expect at the next meeting (presentation of Kingston Anti Racism Working Group, creation of collaboration meeting groups).

6.2 Trustee Hutcheon provided Trustee update:

- The Director performance appraisal process, which has become an annual requirement due to ministry regulations, is ongoing. A third party has been engaged to conduct a 360-performance

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appraisal. A workshop was held to explain the process, and feedback from families will be gathered in the coming months.

- Trustee Judith Brown has recently passed away, and her replacement will be selected from the runners-up of the previous election in the next few weeks.
- Trustee Maracle has resigned as the Indigenous Trustee. Jamie Maracle will join as the new Indigenous Trustee for the next two years starting from the next meeting in November.
- The committee selection and the vote for Chair and Vice Chair will take place in November.

Discussion followed centered around the process of appointing an Indigenous Trustee from the Mohawks of the Bay of Quinte. It was clarified that the board does not have control over the selection process, as it is the responsibility of the Mohawks of the Bay of Quinte under the tuition agreement. The appointed Indigenous Trustee represents all Indigenous students within the board, and there is no difference in the role between the appointed and elected trustees. There was also a follow-up question regarding the cost of a by-election, which was estimated to be between \$175,000 and \$200,000 for the Limestone board. Additionally, J. Kehoe asked for a description of the roles of elected versus appointed trustees for the benefit of new members. It was reiterated that the roles are the same, and the appointment process is governed by provincial regulations.

6.3 Superintendent Gillam provided Board Update on behalf of Assoc. Supt. Gollogly.

- Update began with a heartfelt acknowledgment of the passing of Trustee Judith Brown on 11 October 2024. Trustee Brown was celebrated for her groundbreaking work, passion, moral compass, and dedication to continuous improvement. She was admired by all who knew or worked with her, and the Board of Trustees and Limestone staff extended their sincere condolences to her family, friends, and the students and schools she served.
- The Fall 2024 United Way fundraising campaign was highlighted, emphasizing the importance of supporting the campaign due to ongoing economic challenges, housing costs, and food security concerns. Limestone is a proud contributor to this annual campaign, which aims to support vulnerable children, youth, and families in the region.
- The 2023-2024 EQAO results were discussed, noting that Limestone saw Good to Excellent improvement in 6 out of 8 provincial EQAO measures, with slight declines in two. The focus on improving teaching and learning in classrooms is critical to both provincial and board priorities and is integral to ensuring that each Limestone student has the skills and confidence to pursue their chosen pathways through their K-12 years.
- LDSB's collaboration with KFL&A Public Health was also mentioned, with efforts to create comprehensive educational materials on the dangers of vaping. This includes posters, lesson plans, parent resources, and videos. Additionally, LDSB is piloting the installation of vape detectors in two secondary schools to monitor and curb vaping on school premises. LDSB is seeking parent engagement

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ideas from PIC, SEAC, and IEC regarding concerns about screen time and vaping to help inform families of the potential harm. These initiatives aim to enhance both the physical and digital well-being of students, ensuring a safer and more focused educational environment.

- Supt. Gillam read Director's letter to PIC of 8 October 2024 which was in response to the motion and recommendation on Live Streaming and Retaining PIC Meetings for public accessibility of 8 May 2024 (also included under Correspondence).
- C. Innocente asked for clarification as to how the request went from "permanently keeping it available" to six weeks and, secondly, status of the request for static camera focused on the front of the room. Thirdly, she clarified that they did not request the meeting link to be available only to participants. Instead, they asked for the link to be left accessible to anyone searching the minutes, without requiring special knowledge about the board or jumping through hoops. She expressed curiosity about how the idea of restricting access to participants only came about. Lastly, she clarified her motion regarding the availability of a meeting link. She apologized for not being specific enough and explained the difference between a publicly available link to watch the meeting and a link to participate. The intent was to ensure that anyone could watch the meeting without needing special knowledge or being on a special list.
- Co-Chair Bevens-Leblanc asked if the recording of PIC meetings is being retained in the official archives beyond the six weeks, even if the link is not available to public.
- Discussion followed concerning previously mentioned vaping and screen time and parent engagement in connection with these. Clarification was requested as to how the schools were selected to participate in the pilot project for vaping detectors, specifically what process was used.
- Supt. Gillam noted these questions/comments.

6.4 2SLGBTQIA+ Focus Group Update:

- Co-Chair Bevens-Leblanc mentioned that S. Bradley has stepped back due to another commitment, and the Co-Chair has resumed chairing the committee until a new chair is found. They are seeking new members for the committee, welcoming not only parents or caregivers but also allies who have contributed significantly over the years. Suggestions for reaching out to parents, caregivers, and allies are welcomed.
- The committee plans to approach Gay-Straight Alliances (GSAs) to host four events throughout the year. Trustee Elliott volunteered to help make connections with GSAs, aiming to directly engage with students and offer support.

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- A shout-out was given to J. Kehoe for her efforts at the Pride Community Fair, where she volunteered on short notice and engaged with attendees. Postcards with general PIC information and Focus Group's specific QR code for joining the mailing list were created and will be distributed at the next PIC meeting.
- Lastly, the speaker mentioned the 2SLGBTQIA+ group, emphasizing the importance of involving more people in the committee's activities.

6.5 Indigenous Education Committee (IEC) Update:

- Supt. Gillam informed that the initial meeting took place in September, and Jamie Maracle will be welcomed as the new Co-facilitator. Four Indigenous family nights were planned, but the September night was canceled due to low response. To address this, future events will be drop-in only, with the next one scheduled for 18 December at the Kingston East Community Centre, celebrating the Winter Solstice. Subsequent events will be on 19 March 2025 at the Kingston Community Health Centre, focusing on Wahta teachings, and on 11 June 2025 at the Rideau Heights Community Centre, featuring an Indigenous fair for students and their families.
- New team members include G. Mundell, who has rejoined as the elementary land-based Indigenous education teacher, and P. Vanderholst, who has joined as the First Nations, Métis and Inuit (FNMI) curriculum support and Indigenous grad coach. His role involves supporting secondary level courses, providing resources, professional development, and ensuring community involvement in classrooms. Additionally, P.V. will support self-identified secondary students at risk of not graduating by identifying and addressing potential barriers, both cultural and school-based.
- Gillianne Mundell is focusing on supporting teachers with land-based learning, particularly in Math. She has been working with teachers at Gould Lake and at larger sites with Indigenous students, including Southview, JR Henderson, and Maple. Every Friday, she spends the day at JG Simcoe, known as "Fire Fridays," working in classrooms and planning events for students and their families.
- The Indigenous student leadership circle has been reinitiated, with over 30 students participating. This year, 20 students will receive a credit in student leadership through the Ministry of Education's Recognition of Experiential Learning for Credit (RELC) program. The course includes Kanyen'keha (Mohawk) learning in collaboration with the Kingston Native Centre and Languages Nest. Students will engage in self-reflections and community teachings, such as working with deer or moose hide in the winter. The goal is to provide culturally sustainable and relevant learning opportunities, increasing students' knowledge and connection to Indigenous leadership, initiatives, histories, cultures, and perspectives. Language programming is also up and running, with Tahnee Bennett teaching Kanyen'kéha across the district, and a new Anishinaabemowin teacher has been finalized.

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- Indigenous Student Leadership Circle – great turn out this year thanks to our staff’s commitment to supporting this initiative – lots of meetings, including a family night and over 30 Indigenous secondary students attended a beading workshop last week.
- Danka Brewer continues teaching Algonquin at GREC. Supt. Gillam concluded the report and welcomed any questions.
- J. Kehoe asked who are the parents representatives that were chosen to be on IEC? When can the Indigenous parents expect the expression of interest as amended by the terms of reference to be out for the September 2024 school year? Supt. Gillam responded that the names of the parent representatives are listed in the minutes available on the board’s website under Indigenous Education. There are six parent/caregiver representatives. He explained that membership was confirmed in the spring meeting as per the terms of reference, and all members were willing to continue for this year. A similar process will take place in the spring of this year, and if any representatives wish to step down, a new expression of interest will be sent out for the vacancies. J. Kehoe requested that the names be provided at the next PIC meeting; after discussion, it was agreed that the names of parent/caregiver representatives will be included in these Minutes (Tasha Wallace, Garnet Armand Ruffo, Kaycie Brant, Nathan Cheechoo, Martha Kataquapit, Alison Billings).

7. CORRESPONDENCE

7.1 and 7.2 Co-Chair Bevens-Leblanc noted that Supt. Gillam read the letter from the Director and the matter was discussed earlier in the meeting.

8. ASSOCIATION UPDATES

8.1 KFL&A Public Health Update:

- L. Lollar noted that detailed update will be included in the Minutes.
- She highlighted that a public health nurse typically attends these meetings to give updates, and she has been doing this for the past few years. She discussed the ongoing routine immunisation clinics for grade seven students, which include vaccines for hepatitis B, meningococcal C, and HPV. Links for making immunisation appointments and recording immunizations will be included in the Minutes.
- L. Lollar also talked about the current respiratory season, noting similarities to last year with flu and COVID-19 occurring simultaneously. She emphasized the importance of staying up to date with vaccinations and mentioned that public health is vaccinating children under five who do not have access to a primary care provider. Pharmacies are also providing vaccines, primarily for high-risk individuals.
- Additionally, L. Lollar mentioned that Grade 5 and 9 active passes have been distributed to schools, allowing students to access designated facilities for free. She provided information on the collaboration with school board around PPM 128, which involves cell phone restrictions and substance

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use, including vaping. Posters and infographics are being created to educate students on the benefits of less screen time and the dangers of vaping. Posters will be included with minutes.

- L. Lollar noted that PIC members have shown interest in getting involved in the process, and public health is supporting this initiative. She emphasized the importance of parent input and mentioned that further discussions will take place in an upcoming meeting.
- L. Lollar discussed various initiatives and updates. She mentioned that public health nurses work closely with youth workers in schools, providing student engagement displays on topics like social media and online kindness. Regarding the anti-vaping policy, there is a program for grade 6 educators that includes presentations and follow-up activities. An engagement display on vaping is also available for schools. While they don't counsel students one-on-one, they recommend the Quash app for those wanting to quit vaping.
- L. Lollar noted that the initially purchased vape detectors were not on the approved list, so new ones have been ordered. Advocacy around pouches for vaping is ongoing, and parent interest in this is being addressed. Evaluations on the vape detectors' effectiveness and impact will be conducted, with results shared across Ontario.
- Lastly, L. Lollar mentioned the availability of a parenting phone line and a Facebook page for student health inquiries and updates. More detailed information will be included in the Minutes.
- Discussion followed regarding “pouches” and vaping detectors.

9. OTHER BUSINESS

9.1 Elections for PIC Co-Chair position – no election is required because Virginia Venditti did nominate, and the committee is very excited to acclaim her as the new Co-Chair.

9.2 Parents concerns regarding the EA shortages- The discussion revolves around concerns regarding the shortage of Educational Assistants (EAs) and its impact on students. S. Bradely raised the issue, emphasizing that the need of EA support affects not just her family but potentially many others.

Superintendent Gillam was present to address these concerns and take note of them for follow-up.

S. Bradley shared a personal situation to highlight the broader issue. Her child, who requires EA support as outlined in official documents, faced a situation where the EA was unavailable, leaving the family to decide whether the child could attend school without the necessary support. This situation caused significant anxiety and highlighted the critical role EAs play in supporting students with various needs, from behavioral regulation to academic accommodations.

S. Bradely requested data on EA or student support gaps, including how many students should have an EA but do not. She suggested that if the PIC wants to make it official committee business, it would be beneficial. Superintendent Gillam acknowledged the request and indicated a willingness to provide answers, even if not immediately available.

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Supt. Gillam discussed the ongoing issue of a shortage of Educational Assistants (EAs). He emphasized that this shortage is a significant concern and has worsened over time. To address this, they have been hiring casual EAs to ensure there are enough replacements for those who are off for valid reasons. He also mentioned that absenteeism rates among staff have remained high since COVID-19, particularly among younger EAs with young children. This issue is not confined to EAs but also affects teachers, custodians, and bus drivers. He assured that they are doing their best to combat this problem. In situations where an EA cannot be replaced, the administration works with parents, caregivers, and students to ensure the best possible outcome, sometimes bringing in emergency personnel who are well-trained and familiar with the students to mitigate any risks. However, the goal is to have enough fully trained replacements, and they are continuing to build up this workforce.

Supt. Gillam discussed the number of students without an EA and the shared support model they use. He mentioned that while he doesn't have the exact data at hand, the number of EAs in the system has been growing year by year. This year, they added over 300 EAs, more than 50 short-term EAs for students with new or crisis needs, and 45 EAs through Jordan's Principal, a federally funded program supporting status student who are Indigenous.

Supt. Gillam emphasized that simply adding more staff isn't always the best idea. Instead, they focus on capacity building for existing staff, including teachers and other support personnel. He noted that the decision on how many students should have an EA is made at the school level, based on fluctuating student needs. The goal is to provide targeted support to create as much independence as possible for students, though this isn't always feasible for those with complex needs.

He also mentioned that the board spent \$8 million more than allocated on special education, demonstrating their commitment to flexibility and up-to-date support for students. Supt. Gillam offered to provide more detailed statistics on the number and distribution of EAs in the system and invited collaboration with SEAC to advocate for more special education funding from the ministry.

S. Bradely raised concerns about the frequency of untrained emergency staff being brought in to meet students' needs. She acknowledged the necessity of this practice but emphasized the importance of understanding its frequency and impact. She also discussed the attendance campaign and its implications for students with identified needs. She highlighted the frustration of having to keep their child home due to unmet legal accommodations, which is beyond her control. She pointed out that the campaign feels like a downstream solution to an upstream problem, as it doesn't address the root causes of absenteeism for students who lack necessary support. She expressed the need for more data on how the campaign relates to identified kids and the challenges of ensuring continuity in education for these students.

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Supt. Gillam agreed with Bradley's points and mentioned that they have heard similar concerns from the community, including those related to students with special education or medical needs, as well as from the mental health community. He acknowledged that some students do not attend school regularly due to stress and anxiety. Supt. Gillam emphasized that while attendance is important, it is crucial for students to feel good, secure, and well-supported at school. He noted that schools, teachers, and support staff have a significant responsibility to create safe and welcoming environments. The board will continue to adjust their messaging to reflect this. Despite the ministry's requirement to report on the 90% attendance rate, Supt. Gillam highlighted that their attendance rate is actually quite good, and student achievement and well-being indicators are improving. Supt. Gillam assured that they are not pressuring students who are not attending for legitimate reasons. The board will continue to support parents and caregivers in overcoming any barriers to attendance, including the availability of support mechanisms at school.

Lastly, S. Bradley requested data on the attendance of students with identified special education needs, specifically in relation to predictable or chronic absenteeism. She suggested that it would be beneficial to highlight to the ministry that these students are missing school due to a lack of necessary support, which is tied to ministry funding. She expressed interest in seeing detailed data that segments out how many students with special education needs are affected by this issue.

M. Hudson expressed frustration over the attendance reporting system. She mentioned that the only option available to mark absence due to mental health is "parents approved" absence. She emphasized the need to track mental health as a reason for absences, as many parents may be hesitant to advocate or unaware of where to seek help. She suggested that school administrators should identify consistent patterns and proactively reach out to families to offer support and resources. M. Hudson has been requesting for years to have a checkbox for mental health as a reason for absence. C. Innocente noted that this topic was brought forward to PIC at least five times in the past and was curious as to why this request cannot be moved forward. Discussion followed.

Conclusion was made that the matter should be made as a formal recommendation to the Director of the Board, specifically that there be "mental health related" category in attendance reporting.

S. Innocente shared her thoughts on the "strive for five" initiative, describing it as adorable and catchy but also potentially shaming. She explained that the message can be harsh, especially for conscientious students who may feel pressured to attend school even when they need a day off. Discussion followed.

J. Kehoe raised concerns about the lack of data tracking for mental health-related absences. She emphasized that the information is available but is hidden in different categories, making it difficult to address funding issues for mental health support. She mentioned that committee has been discussing this issue for about nine years and questioned why there can't be a specific descriptor for mental health absences. She highlighted the stress and shame parents feel when receiving daily calls about their child's

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absence and suggested that a checkbox for mental health reasons would help both students and families. She also pointed out the importance of school administrators reaching out to families to offer support and resources, especially for those who may be hesitant to advocate for their children. She stressed the need for better identification and support for students with chronic absenteeism due to mental health issues and suggested that a more compassionate approach, such as saying "we missed you" instead of questioning their absence, would be beneficial.

M. Rickey asked Supt. Gillam for clarification on what roles and responsibilities are of an EA. Supt. Gillam explained that the roles and responsibilities of EAs depend on the position they are supporting. Most EAs are in place to ensure safety needs, medical needs, toileting, feeding, and self-regulation. The responsibilities can vary widely and are determined by the administration in consultation with the EAs to cover high-priority needs first. If those needs are met, EAs can be reassigned to other duties based on the school's specific requirements. Supt. Gillam mentioned that while EAs used to work more in classrooms and provide academic support, the current focus is on addressing the highest needs in the building. Teaching staff are relied upon to provide Tier 1 intervention and support for struggling students, with EAs serving as Tier 2 or Tier 3 interventions to ensure student safety and dignity. Discussion followed.

J. Kehoe sought clarification on M. Rickey's original question. She wanted to understand how a child's gaps in services and learning are addressed when they are deemed to require EA support by legislation and their IEP, but end up sharing that support due to higher needs arising elsewhere. J. Kehoe emphasized the importance of ensuring that these gaps are identified and addressed effectively.

Supt. Gillam explained that EA support is quantified at the school level, not by individual students. It is the school's responsibility to allocate EA support based on their highest needs, as identified in a template provided to educational services. There is no legislation or documentation specifying the amount of EA time each student should receive; this is determined by the principal. Supt. Gillam mentioned that educational services provide EAs to schools based on the identified needs, and schools do their best to allocate this support. He noted that sometimes new needs arise, or students experience trauma, requiring adjustments in EA allocation. Schools with significant high needs, like Molly Brant, receive substantial EA support, but the process can be complex. The administration works closely with educational services to address any gaps in services as best as they can, though it is not always ideal. Discussion followed concerning EAs and emergency coverage list.

Discussion followed concerning CPIC requirements for parent volunteers. Concern was expressed vis-à-vis increased cost which may present as a parent engagement barrier for many families.

9.3 Promote "PIC Night with Director" – Co-Chair Bevins-Leblanc informed that this year the meeting will be hosted as a separate event on 21 November. Attendees are encouraged to come, hear the update from

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the Director and bring their questions. Question was asked if the event would be recorded and posted on YouTube.

10. NEXT MEETING DATE

Thursday, 14 November 2024, at 6 p.m.

11. ADJOURNMENT

The meeting adjourned at 9 p.m.

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[See Yourself in Limestone](#)

Parent Involvement Committee LDSB PIC

Date	KFL&A Public Health Update – School Health
October 24, 2024	Routine Immunizations: Round 1 of the Grade 7 school-based immunization clinics, which involves the immunization team and school team nurses going into schools with Hep B, Meningococcal C, and HPV is well underway. KFLA PH holds routine immunization clinics for those 18 and under. Students or caregivers can book online here: Routine Immunization Appointment This clinic is not for COVID or FLU shots. Reminder: Parents and guardians are responsible for reporting all children’s immunizations to KFL&A Public Health. This can be done on-line here: Immunization Records and Reporting Respiratory Season: This fall and winter, with several respiratory viruses spreading at the same time such as flu, respiratory syncytial virus (RSV), and COVID-19, we expect challenges similar to recent years. Staying up to date with fall vaccinations remains the most effective defense against many respiratory infections. Ensure everyone in your family gets the annual flu shot, COVID-19, and RSV vaccines for which they are eligible. The flu and COVID-19 vaccines are currently available for high-risk groups, including those over 65, pregnant individuals, and for children 6 months to 4 years of age, as well as for First Nations, Inuit, Métis, racialized communities, and those at high-risk of complications. Flu and COVID-19 vaccines will be more widely available to the general population on Oct. 28. COVID and FLU: KFLA PH will be holding COVID-19 and Flu vaccine clinics for children under 5 years of age without access to a primary care provider. KFL&A PH will not be offering mass immunization clinics and recommends individuals reach out to their family doctor first for vaccines. Individuals without a family doctor can reach out to their local pharmacy. <i>Appointments can be booked on our website at</i> https://www.kflaph.ca/en/clinics-and-classes/covid-19-immunizations.aspx RSV: KFLA PH will be holding RSV clinics when vaccine is available for infants under 12 months of age and toddlers between 12 and 24 months of age based on eligibility criteria. Grade 5 & 9 ActivPass: Passes have been sent to all schools for grade 5 students. Grade 9 students can use their student card to access designated facilities. Passes have been delivered to schools for students without a student card. https://kingstongetsactive.ca/resources/grade-5-9-activpass/

PPM 128: Policy/Program Memorandum 128

The Provincial Code of Conduct and School Board Codes of Conduct

What's new?

Cell phone/personal device policy

What it is:

Students in Kindergarten to Grade 6 are not permitted personal mobile devices – which includes any electronic device that can be used to communicate or to access the internet – during the school day except in specified circumstances.

Students in Grades 7 to 12 can have these devices during the school day but must have them powered down/silenced and put away during class time. Social media sites will be blocked on school devices and networks. Students in Grades 7-12 may only use their personal devices in the classroom if the teacher has permitted their use for learning purposes.

How is KFL&A Public Health School Team supporting schools/families?

School Board Level

- Supported work around the development of school policies around personal devices and substances.

Educators/students

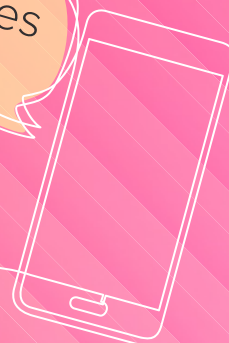
- Developed posters/digital resources for schools aimed at grades 7-12 students with information on why these restrictions are important – what's in it for them. (attached).
 - **Boost your brain, avoid digital drain**
 - **Disconnect to reconnect**
 - **Less screentime = better mental health**
 - **Safer classrooms begin with no phones**
- Working to create a one-page infographic with more information around these 4 key messages, including how less screen time can contribute to better sleep and more physical activity.
- We are promoting Media Literacy Week (October 21-25) in schools by providing educators with links to specific lesson plans from MediaSmarts that focus on the connection between screens/social media and mental health.
- Student engagement displays are available to be booked by secondary schools. These interactive displays provide students with evidence-based information and tools for healthier living. The displays specific to promoting a balanced/healthy approach to screens are **Be Kind Online** and **EveryBody is Welcome**.

	Anti-vaping policy – enhancements to PPM 128 What it is: Students possessing, using, or providing a vape will have the device taken away and disposed of, with notification to parents/guardians. Repeat offences will result in progressive discipline according to school board policy, and the involvement of Kingston, Frontenac, and Lennox & Addington Public Health (KFLAPH), as per the Smoke-Free Ontario Act, including the possibility of charges/fine. How is KFL&A Public Health School Team supporting schools/families? School Board Level • KFL&A Public Health provides SFOA enforcement as required – specific criteria need to be met for this to happen; generally best to start with school policies. Educators/students • My Brain My Choice is a KFL&A Public Health substance use prevention program, targeted at grade 6 students. Grade 6 educators can collaborate with their school public health nurse on this program which includes resources for educators and families as well as a PHN presentation. • ‘Vaping and Teens’ pamphlet has been updated. (Attached) • Student engagement display: Clear the Clouds on vaping. This engagement session allows students to discover myths and facts about vaping and is available to be booked through the school’s PHN. • Vaping cessation supports – we recommend the Quash app for students. QUASH is a free app designed specifically for youth to help them quit smoking/vaping. ○ We do not provide one to one counselling but can offer group support in schools if there is interest. • LDSB is piloting vape detectors in washrooms at two schools (LCVI and Frontenac SS). The School Health Team and East TCAN have been asked by LDSB to evaluate the perceived reliability and effectiveness of vape detectors, their deterrent effect, any unintended consequences, and their utility in managing vaping incidents among students. The results of this evaluation will be shared with PHUs and school boards across Ontario to help inform evidence-based decision making on the implementation of vape detectors in schools. • Our agency is working on advocacy around nicotine pouches (since PPM 128 is more than just vaping). • Currently known as the KFL&A Unnamed Youth Project, this multi-sectoral community partnership aims to shift our focus from individual-level behaviour change to creating a supportive environment that strengthens substance use “protective factors” like access to structured
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	leisure-time activities and mitigates substance use “risk factors” like spending less time with parents. The partnership, which includes local school boards, city staff, Indigenous knowledge keepers, and youth-focused not-for-profit organizations, is currently focused on developing a youth engagement strategy. For more information, please contact Colin Ballie at colin.baillie@kflaph.ca or 613-549-1232, ext. 1908. Parenting in KFL&A: Families and caregivers can connect with a registered nurse for any questions you have about your school age child/teen by phone 613-549-1154, email Parenting@kflaph.ca or following us on Facebook.
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Boost your brain, avoid digital drain

Phones
off



Keep your
phone off and
away during
class to stay
focused.



**Unlock your potential,
not your phone.**

Phones off while class is on.

Classroom comfort starts with no phones

Phones off



Help foster a safe space, where everyone feels free to be themselves by keeping phones off and away during class.

**Unlock your potential,
not your phone.**

Phones off while class is on.

DISCONNECT to RECONNECT



Help form stronger friendships by keeping phones off and away during class.

**Unlock your potential,
not your phone.**

Phones off while class is on.



Less screen time

=

Better mental health



Having phones off and away in class can help decrease stress and anxiety.

**Unlock your potential,
not your phone.**

Phones off while class is on.





Vaping and Teens

Some people think vaping is a safe alternative to smoking. This is not true. Get the facts and make informed choices.

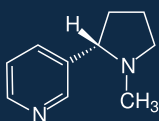
Vapes
come
in many
different
shapes
and sizes.



Are vapes safe?

Many people believe that vapes are just water vapour and therefore a safe way to have fun. However, this is a misconception. The reality is that all vapes contain harmful chemicals, and the majority of them contain nicotine, which is the addictive part of cigarettes.

Studies have shown that youth who vape are four times more likely to go on to smoke.



Nicotine



Ultrafine
particles



Cancer-causing
chemicals



Volatile organic
compounds



Chemical flavourings that
may be safe to eat, but
their safety for inhalation
hasn't been proven



Heavy metals
such as nickel,
tin and lead

What happens when you vape?



Vaping liquid or e-juice (containing chemicals such as nicotine and flavourings), is added to the device.



A battery powers a heating coil within the device, which turns the liquid into an aerosol (vapour).



The aerosol is inhaled into the lungs, where it is absorbed through the bloodstream and travels to the brain.



Nicotine is highly addictive and can affect how your brain develops, decreasing memory and concentration.



The aerosol is exhaled, possibly causing harmful second-hand effects to those around you.



Download the Quash App—a judgement-free tool to help you quit smoking or vaping.

QuashApp.com

Vapes are marketed by the same companies that sell cigarettes.

These companies are targeting young people with advertisements that portray vaping as safe, enjoyable, and trendy. Their goal is to hook new users for life, often by misleading them about the risks involved, in order to boost their profits.

These companies care about money. They do not care about your health.



Can I vape at school?

No. Vaping, as well as tobacco and cannabis use, is banned 24/7 on and within 20 metres of school property. If you are found vaping, you can be fined \$305. Anywhere you can't smoke, you can't vape.

Watch this 2 minute video to learn more about the effects of vapes and vaping.

bit.ly/TeenVapingandNicotine



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

November 6, 2024

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	Present: H. Clark, Autism Ontario E. Clow, Member-at-Large A. Martin, Member-at-Large (Queen's University) Z. Rogers, Community Living Kingston J. Barker, Lennox & Addington Resources for Children L. Clouthier, Easter Seals Ontario C. Lord, Epilepsy South Eastern Ontario K. Hill, Member-at-Large Regrets: H. Simson, Learning Disabilities Association of Kingston
Invitees:	Staff:
	Present: A. McDonnell, Superintendent of Curriculum and Program Services M. Blackburn, Principal of Educational Services C. Snider, Special Education Program Coordinator M. Aylsworth, Special Education Program Coordinator M. West, Special Education Program Coordinator L. Conboy, Mental Health Lead W. Fisher, Educational Services and Safe Schools Coordinator J. Lalonde, Special Education Program Coordinator N. Dillard, Vice-Principal of Educational Services T. Bonham-Carter, Special Education Program Coordinator Regrets: S. Gillam, Superintendent of Education, Learning for All
Guests:	Recorder:
None at this time.	J. Senior, Administrative Assistant

Limestone District School Board

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1. WELCOME

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

Chair McGregor read the Acknowledgement of Territory:

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

2. ADOPTION OF THE AGENDA

MOVED BY: Trustee Lloyd that the agenda be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

MOVED BY: Erin Clow that the October 16, 2024, IEC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

5.1 SEAC Letter to the Ontario College of Teachers – A motion was brought forth at the October 16, 2024, SEAC Meeting: That SEAC send a letter to the Ontario College of Teachers, with copies to the Minister of Education and the Minister of Colleges and Universities, requesting an update to the curriculum in Ontario’s Teacher’s Colleges to better meet the diverse needs of students with special education requirements. This motion was moved by all SEAC Members. The letter was written and included in the November 16, 2024, Meeting Agenda Package for review by SEAC Members. It was reviewed, and the word “standardized” was asked to be removed. The Committee approved this removal. The letter will be revised and sent out to the College of Teachers, and carbon copied to all Ontario School Board SEAC Committees and OPSBA, in addition to the Minister of Education and the Minister of Colleges and Universities.

6. EDUCATION SERVICES UPDATE

6.1 Intensive Support Teacher (IST) Role and Restructuring Update – Principal Michael Blackburn, Vice Principal Nicola Dillard, Educational Services Special Education Coordinators: Jessi Lalonde, Melissa West, Matt Aylsworth, Cheryl Snider, and Taggett Bonham-Carter delivered a comprehensive presentation on the Intensive Support Teacher (IST) Role and Restructuring Update. The key points of the presentation are summarized below.

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Special Education Delivery Model Update – The Role of the Intensive Support Teacher (IST)

- Flexible, Responsive, and Inclusive:
 - 28 Intensive Support Teachers (ISTs) across 24 schools in the LDSB.
 - ISTs support students with complex special education needs, including social, emotional, self-regulation, and learning needs.
 - They work within a tiered service delivery model to support student inclusion and success in regular classrooms.
 - ISTs provide direct support, programming, intervention, and consultation, collaborating with classroom teams (Teachers, Educational Assistants, Early Childhood Educators).

Collective Vision

We aim to create a safe, inclusive, and barrier-free community where everyone feels empowered and connected. Our responsive and accessible space fosters collaboration and inclusion. We provide flexible supports and work with educators to ensure student success through strength-based programming.

Development of Supportive and Inclusive Spaces

The initiative began in June with a collaborative effort to design and map out supportive and inclusive spaces across the system. This involved understanding the needs of students and identifying universal supports that would benefit all students, particularly those requiring regulation support, sensory time, or focused learning time.

The design process included providing a menu of possible items for these spaces, considering what could be achieved without financial barriers. Assistance with purchasing was also provided to help set up these spaces.

As students and teachers began using these spaces, they evolved based on the needs and feedback from the school community. This included adding new equipment, moving items around, and continuously adapting to meet the needs of students. The goal is to create dynamic and responsive environments that reflect the vision of supportive and inclusive spaces.

Professional Learning and Capacity Building

One of the key components of supporting changes in service delivery is the acknowledgment that capacity building is necessary across the entire system. This year, the focus has been on enabling the skills and capacity of intensive support teachers and other special education team members to impact classroom practice and school communities.

The journey of learning, collaboration, and capacity building began in June with the development of a vision and philosophy for ISTs. Monthly meetings have been held to share knowledge, successful approaches, and strategies for supporting students. These meetings also address barriers encountered in implementing the new model and develop collaborative strategies to overcome them.

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Professional learning sessions have covered various topics, including communication supports for students, alternative curriculum development, technology, executive functions, and relationship-based approaches. Feedback from ISTs drives the professional learning plan, ensuring it is centered on student needs.

Special Education Coordinators provide ongoing support and coaching to ISTs, attending school meetings and offering advice. The Intensive Support Team has been actively supporting classroom spaces, providing knowledge through Student Support Counselors, Board Certified Behaviour Analysts, and Speech-language Pathologists.

Targeted Context

During our October meeting, groups of ISTs worked on identifying the Tiers of Support in their buildings and pinpointing any gaps. They engaged in activities to determine who they were supporting, how it fit into the tiered model, and areas that needed further exploration or implementation. The goal was to ensure support at all three tiers for students in the school.

One of the resources explored was focused on intentional inclusion planning called the Place Alignment Planner. ISTs identified students and explored spaces for successful integration, aiming for purposeful planning to ensure students' success in regular classrooms.

To support these initiatives, significant resources and funding were allocated to create inclusive and supportive environments in schools. This included providing funding to all schools to start up and develop these environments.

Resources and Funding

To support the changes and ongoing implementation of the new model, significant resources and funding were allocated. Funding was provided to all schools to create inclusive and supportive environments, with a flexible budget to work within. Schools were also allocated funds to purchase universally accessible equipment to support students, which could be used by ISTs and all students within the school.

A bulk purchase of sensory equipment was made to meet the needs of students, including sensory pathways and various fidgets. The board committed a significant amount of time and resources, with 28 staff members meeting for a full day regularly. Resources were also purchased for teachers, such as the Third Path resource for relationship-based approaches and technology supports like LessonPix and Book Creator. These resources are shared with regular classroom teachers and the greater school team, ensuring the prioritization of resources and funding is crucial for the restructuring process.

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Monitoring: Impact, Successes and Barriers

The Monitoring Plan includes gathering both qualitative and quantitative data to assess the impact of the new model. Special Education Teachers and ISTs are provided time to collect information on who is being served, their exceptionalities, and the type of support provided. This data is collated periodically to get a comprehensive view of the support being offered and the grades of the students involved.

Each meeting includes a Barriers and Strategies Protocol, where educators identify and discuss the biggest barriers they face and develop collaborative strategies to overcome them. This feedback is crucial for understanding challenges and refining the support plan.

Teachers are also asked to provide feedback on what they need to learn more about and what areas they would like to explore further. This feedback helps shape the Professional Learning Plan and ensures it is aligned with the needs of the students and educators.

7. CORRESPONDENCE

None at this time.

8. ASSOCIATION UPDATES

None at this time.

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Alison McDonnell reviewed the Superintendent's Report that was included in the Agenda Package.

10. NEXT MEETING DATE

December 11, 2024

11. ADJOURNMENT

MOVED BY: Trustee Lloyd, that the meeting adjourn. Carried.

The meeting was adjourned at 6:21 pm.

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