

Agenda – Regular Board Meeting

Wednesday, March 26, 2025 - 6:00 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Public Viewing: <https://bit.ly/LDSBBoardMtgMar2625>

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.

1. CALL TO ORDER

2. RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION

3. DECLARATION OF CONFLICT OF INTEREST

4. ACTION ITEMS

- 4.1. Regular Board Meeting Minutes (Private) – February 19, 2025

5. FOR INFORMATION

- 5.1. Safe Schools Update
- 5.2. Property Update
- 5.3. Labour Update
- 5.4. Legal Matter
- 5.5. Personnel Update
- 5.6. OPSBA Update

6. REPORT TO PUBLIC SESSION

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. PRESENTATION

- 9.1. MAAP3i Math Achievement Action Plan: Initial Implementation and Impact – Associate Superintendent Hedderson

10. PRIVATE SESSION REPORT

11. APPROVAL OF MINUTES

- 11.1. Regular Board Meeting Minutes – February 19, 2025 (Pages 4-16)
- 11.2. EPOC Meeting Minutes – March 5, 2025 (Pages 17-20)

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
- 13.4. Reports for Information
 - 13.4.1. Math Action Achievement Plan Update – Associate Superintendent Hedderson (Pages 21-26)
 - 13.4.2. Educational Services 2024-25 Monitoring and Operational Plan – Superintendent Gillam (Pages 27-37)
 - 13.4.3. Student Achievement Plan Update – Superintendent Silver (*Tentative pending potential release of Ministry Data. No report included at this time.*)

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. Environmental Sustainability Advisory Committee Meeting Minutes October 8, 2024 - (Pages 38-40)
- 19.2. Special Education Advisory Committee Meeting Minutes February 12, 2025 - (Pages 41-52)

20. FUTURE BOARD MEETING SCHEDULE

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.

Regular Board Meeting Minutes – February 19, 2025

PRIVATE SESSION

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) R. Kolosov (Student Trustee) (regrets) S. Kumar (Student Trustee) (regrets)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent (virtual) S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent (virtual) S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent of Education (virtual) J. Silver, Superintendent of Education (virtual) 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 McGregor and Trustee Scott. 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) – January 15, 2025

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 – Superintendent Gillam provided a Safe Schools update.
- 5.2. Property Update
- 5.3. Personnel Update – Director Burra provided a personnel update.
- 5.4. Labour Update- Superintendent Young provided a labour update.
- 5.5. Legal Update – Superintendent Young provided a 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 Scott. Carried.

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) R. Kolosov (Student Trustee) (regrets) S. Kumar (Student Trustee)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent (virtual) S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education (virtual) T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent of Education (virtual) J. Silver, Superintendent of Education (virtual) C. Young, Superintendent of Business Services
Guests:	Recorder:
Erika Chesnick, Elementary Literacy and Early Years Consultant Jo Anne Ferguson, Elementary Literacy, K to 12 Empower Lead Nate Zahn, Outdoor Education Consultant Bob Seitz, Executive Lead and Vice-Principal of International Education	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Chair Hutcheon welcomed everyone to the Regular Board Meeting and called the roll.

Limestone District School Board

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She provided 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.”

7. ADOPTION OF THE AGENDA

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

8. 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.

9. DELEGATION/PRESENTATION

9.1. Operational Plan: Literacy Operational Plan Focus

Associate Superintendent Sartor began the presentation by reviewing system data collected from 2023-2024 EQAO results, report cards, survey data, and street data. This data highlighted the need for targeted support in writing, driven by EQAO data, report card data, and educator feedback. Associate Superintendent Sartor invited Erika Chesnick, Elementary Literacy and Early Years Consultant and Jo Anne Ferguson, Elementary Literacy and K to 12 Empower Lead to the podium.

Ms. Ferguson presented on the Writing Revolution Initiative, an evidence-based strategy that ensures all students at all levels can produce clear, coherent, unified, and structured writing. She shared how this professional learning was implemented across the board and some positive testimonials from educators.

Ms. Chesnick shared another initiative, Self-Regulated Strategy Development (SRSD), which is a research-based strategy that combines explicit instructional strategies with self-regulation support for students. She shared some information about thinkSRSD which is an educational resource that assists with improving writing skills and noted that it would be piloted this school year. She remarked on the positive feedback received from educators and highlighted the ongoing support from the learning partner team.

Associate Superintendent Sartor shared the next steps, including developing common writing tasks for educators, seeking qualitative feedback, and continuing job-embedded learning in schools. She concluded the presentation by emphasizing the importance of using data to determine next steps.

10. PRIVATE SESSION REPORT

During the Private Session following adjournment of the January 15, 2025, Public Board Meeting:

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- Director Burra provided a personnel update.

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

Earlier this evening during Private Session:

- The Private Session minutes were approved from the Regular Board Meeting of January 15, 2025.
- Superintendent Gillam gave a Safe Schools update.
- Superintendent Young gave a Legal update.
- Superintendent Young gave a Labour update.
- Director Burra gave a Personnel update.

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

I move that this report be approved.

*MOVED By Trustee Godkin and seconded by Trustee Scott that the Private Session Report be received.
Carried.*

11. APPROVAL OF MINUTES

- 11.1. Regular Board Meeting Minutes – January 15, 2025
- 11.2. EPOC Meeting Minutes – February 5, 2025

*MOVED BY Trustee Neill and seconded by Trustee Scott that the minutes, as presented, be approved.
Carried.*

12. REPORTS FROM OFFICERS

12.1. Chair's Report

Chair Hutcheon stated: "Good evening and welcome everyone. We are very soon entering everyone's favourite time – budget season. The Limestone District School Board will be seeking feedback on the development of next year's school budget through our regular annual survey that will soon be shared with families, students, staff, and community partners. This feedback helps us to identify priorities for the use of LDSB's finite financial resources. This information is invaluable in assisting Trustees throughout the budgeting process to ensure students' needs are best served in 2025-2026; and for that I say 'Thank you' to everyone who is able to provide it. If anyone is not able to get to the survey, please feel free to contact your local Trustee to articulate where you feel our budget priorities should be. Family and community feedback is our most important input to developing and approving the annual budget.

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Coming up, the 2025 Limestone Skills Competition will be held at St. Lawrence College, Bayridge Secondary School and Napanee District Secondary School next Wednesday and Thursday. This is the 25th anniversary of this event, which has grown significantly the last few years by now offering students in Grades 4 to 12 an opportunity to challenge themselves and demonstrate their interest and talents in the skilled trades and robotics. I extend my best wishes to all participating students, and extend sincere appreciation to staff advisors, and industry coaches, for their support of students in their pursuit of excellence.

Two reminders for families: First; Limestone families are invited to Kids and Screens: Healthy Habits - An Evening with Dr. Shimi Kang, at Queen's University on March 4. Dr Kang is the author of The Tech Solution: Creating Healthy Habits for Kids Growing up in a Digital World, and is providing a free, one-hour keynote to share how families can navigate healthy technology use with their children of all ages. We have provided a link on the Limestone website to reserve your seats for this evening event, which is being held, again, at Queen's University on March 4.

Second; next Thursday, February 27, will mark the election of the 44th parliament in Ontario. Our provincial government decides how our provincial taxes and federal transfer payments are distributed, how much is provided for education and where we prioritize their large envelopes of spending, and what is taught in our schools. It is in our best interest, as citizens of KFL&A, of Ontario, of Canada, and of this Earth, to know where candidates stand on education issues. Your vote is your voice; make it an informed one. Democracy is a wonderful institution which works best with an informed populace and an engaged voting population. You can find information about voting, where, how, and accessibility options, on the Elections Ontario website.

With that, I would like to turn things to a less comfortable part of where we are in schools at the moment. Even folks who aren't paying attention; even on purpose, because I know lots of people, including me, who tune out the daily news as a matter of course; even those folks, have a sense of what's going on in the world these days. We are in worrying times, and I don't say that to incite anxiety or to be alarmist. I have two young boys – 11 and 13 – and they think it's quite funny to Sieg Heil behind my back. Or to do so in a slightly subtle, half-hearted way with a sly look to make sure they have my attention. This, I find very concerning; in no small part due to the state of world affairs and our neighbours to the south. Make no mistake – it is never okay for my boys to do this. And I fully understand that children do things to get a reaction. I have four children; trust me, I understand this. My boys have their own phones and they have access to the internet if they have wifi; which is everywhere, including our schools. This is the world we live in. I monitor as much as I can and I am separated from their father, so my monitoring is limited. I do

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see enough content, and enough news, to know that we are at a tipping point. We have leaders elected to national levels born after World War II. We have social media that is a breeding ground for extremist content. The realities and lessons of history run the risk of slipping out of our social and individual consciousness. I believe it is important to be vigilant and to not stay silent. Hate can be insidious; it can present as a saviour or as a joke, or just an alternative; and I would like, I think it is important, to remind us all that there is never room for it. It is not funny, it is not cute, and it is not welcome. We are a small governing body and in the grand scheme of things we may seem minor. And we are directly connected to our future. A future that I hope, and I pray, is one filled with love and kindness, not dominated by divisive hate and intolerance. I believe, and this is why I sit proudly in this chair, that here in this room and out there in our schools we strive for, and we promote, a culture of tolerance and kindness and love. Sometimes we might get it wrong and when we do we learn and we grow. When we know better, we do better. I believe in that education system and it is why I believe in the public education system. Because here, we sit in these chairs, and we stand for a system that is inclusive, that provides equity of opportunity, and that champions diversity as the keystone of human achievement. We must not let hate win; and it starts with our children.

And that concludes my report.”

12.2. Director’s Report

Director Burra stated: “Good evening Trustees and the viewing public. It is hard to believe, but we are already a few weeks into the second half of the 2024-2025 school year. First term and first semester report cards have been sent home, secondary students are making course selections for next year, Choices at 9 programs have completed their processes, Choices at 7 programs will be making decisions soon, March Break is just around the corner, and planning is well underway for the 2025-2026 school year. Preparations for next year will continue to ramp up and we eagerly await the release of the budget for next school year that may well be delayed by the current provincial election.

I have a number of highlights and upcoming events that I would like to share this evening. Winter KASSA seasons have either ended or will be ending prior to March Break. Last week the volleyball championships were held at St. Lawrence College, and tomorrow evening St. Lawrence hosts the boys’ basketball finals. It should be noted that all of the finals had, or will have, only LDSB schools in the finals.

A second highlight occurred on February 5, just before our EPOC meeting, when a Black History Kick-off event was held at LCVI. While I know senior staff and some Trustees were only able to attend the first half

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of the event due to our EPOC meeting, there were several moving tributes to our former colleague and friend, Trustee Judi Brown.

A third highlight is that Limestone has three secondary schools competing this week in a regional Canadian Improv Games event being held at the Spire starting this evening.

In terms of upcoming events, I would like to highlight that LDSB, in partnership with LDSB PIC and KFL&A Public Health, are hosting an evening with Dr. Shimi Kang, author of “The Tech Solution: Creating Healthy Habits for Kids Growing Up in a Digital World.” Given the emerging research, and provincial focus on healthy habits for children and youth interacting with screens and various media, this is a timely presentation that will be held at Humphrey Hall at Queen’s University on Tuesday, March 4 starting at 6:00.

A second upcoming event of note will be held on the evening of Wednesday, April 30, when we will host an evening for Limestone families focused on artificial intelligence. This evening will provide an overview of this relatively new technology, how it impacts people’s lives already, and its potential uses to support student learning in Limestone schools. Further details will be shared about this event in several weeks.

A third upcoming event is what we are hoping will be an outstanding Skills Competition at St. Lawrence College next week on February 26 and February 27. Almost 300 Limestone students, Grades 4 to 12, will be participating across 25 secondary events and seven elementary events. The Skills Competition is yet another example of community partnership that showcases critical skills events and the local community college.

One final highlight that I will draw Trustees’ attention to is our continued emphasis on collecting voice from the communities we serve. Tonight, Associate Superintendent Gollogly will share an overview of the school year calendar feedback and look for Trustee approval of the 2025-2026 calendar. In the next week or so, we will be providing an opportunity for input on the 2025-2026 budget and gauge interest from families in virtual school programming for next year. Additionally, in the spring, all Limestone staff will have the opportunity to provide feedback on LDSB Corporate Services (Communications, Facilities, Finance, Human Resources, and ITS) as we continue to look for improved delivery of services for staff. Limestone school communities and staff are critical partners, and our schools are representative of the communities we serve; we have a responsibility to be responsive to community voice and changing circumstances. And on this final note, I would like to thank all Limestone staff who contributed to the 2024 United Way campaign. We just received the final tally and LDSB staff contributed almost \$55,000 to the campaign

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which provides critical supports to meet the needs of some of the most vulnerable people in KFL&A, including students and families we serve.

Thank you, Chair Hutcheon. That concludes my report.”

13. REPORTS

13.1. OPSBA Report

Trustee McGregor provided her update:

- PES Conference: Trustees had an opportunity to attend some great workshops on a variety of topics including AI which were all well-attended.
- This past weekend was supposed to be an advocacy day but was delayed due to the election.
- The next board meeting will take place February 23, 2025.

13.2. Student Trustees’ Report

Student Trustee Kumar stated: “Good evening Trustees and the viewing public.

At our meeting on February 11, 2025, the Inter-Student Council (ISC) held elections for the Urban and Rural Student Trustee positions for the 2025-2026 term. Through an interview and voting process, student representatives from high schools across the board selected the candidates they thought best-suited the role of a Student Trustee.

We are pleased to congratulate Siham Ishmail from Kingston Secondary School (KSS) who was elected as the incoming Urban Student Trustee, Mia Comeau from Granite Ridge Education Centre who was acclaimed as the incoming Rural Student Trustee, and current Indigenous Student Trustee Rachel Kolosov from KSS who was acclaimed as the Indigenous Student Trustee for the 2025-2026 term.

As we move into the second half of our term as Student Trustees, we look forward to working with the incoming Student Trustees to help them transition into their roles. This concludes our February ISC meeting report. Thank you.”

13.3. Reports for Action

13.3.1. School Year Calendar

Associate Superintendent Gollogly shared an overview of the School Year Calendar consultation results from the survey which closed on February 3, 2025. She noted that participation this year was 71% from

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families, 21% from staff, and 8% from students and other. The data showed that Calendar Option 3 was the most selected and was chosen 45.7% of the time. Associate Superintendent Gollogly recommended that Trustees approve and submit Option 3 to the Ministry by March 1, 2025.

MOTION MOVED by Trustee Ruttan and seconded by Trustee McGregor that Trustees approve calendar Option 3 for the 2025-2026 school year. Carried.

13.4. Reports for Information

13.4.1. Outdoor Education

Superintendent McWilliams introduced Nate Zahn, Outdoor Education Coordinator, and remarked on how this programming supports student well-being and sense of belonging, participation, and engagement in class time.

Mr. Zahn shared some background information about the partnership between Limestone District School Board and the Cataraqui Region Conservation Authority (CRCA) dating back to the late 1960s. He indicated that typically the Gould Lake Outdoor Centre sees 7,500 elementary students and 1,000 secondary students in a school year with 500 students in the summer.

He shared some highlights of the different school year programming which include things like swimming, cookouts, Bannock, archery, pond scooping (biodiversity), team building, hiking, learning. This programming is developed using the Ontario curriculum and touches on the following areas:

- Physical Education: hiking, canoeing, kayaking, swimming, winter activities, group dynamics, and archery.
- Social Studies: mapping, orienteering, GPS, fur trade.
- Science and Technology: pond study, rocks and minerals, plants and soils, woodland hike, structures, habitats and species at risk.

Mr. Zahn reviewed the summer programs that are offered to students in Grades 1 to 12. Participation in either day camps or wilderness trip programs allow students to earn credits and other certifications during trips that range from five to 25 days. There are nine different programs that build on the previous year's skills which include:

- Nature Camp
- Outdoor Escape
- Girls Adventure Program
- Quest
- Outreach
- Outdoor Pursuits

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- Outdoor Skills
- Wilderness Instructor Course
- Kayak Instructor Course

Mr. Zahn explained how the Friends of Outreach (FOO) was created in 1996 to eliminate costs of the programming offered. Through this charitable trust, programming costs can be offset by 50% for program tuition. He stated that due to FOO, this past summer, 42 students were able to participate programming at a reduced cost. Other FOO initiatives include an outdoor leadership scholarship which cover complete costs that 20 students across the board benefitted from, and the opportunity for 15 students from Molly Brant Public School to attend Nature Camp.

Mr. Zahn shared the opportunities that were provided for professional learning for educators, including five outdoor sessions in the fall with Indigenous Knowledge Keepers. These sessions allow for educators to engage in learning with a focus on mathematics.

Mr. Zahn concluded his presentation by sharing that the outdoor centre is now in possession of an accessible all-terrain wheelchair which allows for students to access sand, water, and snowing terrain. This will help make the programs offered by the outdoor centre more accessible and will be available for schools to access for other field trip opportunities.

Chair Hutcheon thanked Superintendent McWilliams and Mr. Zahn and asked Trustees for questions.

13.4.2. International Education

Chair Hutcheon introduced Executive Lead and Vice-Principal Bob Seitz. Mr. Seitz began his presentation by updating Trustees about the Ontario Strategy for Grades K to 12 International Education which was updated by the Provincial Government in 2015. He shared the highlights of the guide:

- Support federal commitments to global education.
- Support student achievement for those studying in Ontario.
- Support diversity.
- Social, cultural and economic benefits to Ontario.

Mr. Seitz reviewed the different types of programming offered to International Education Office students in Limestone which include:

- Multi-year to graduate
- One-year English learning
- Short-term Canada experience
- Parents working/studying in Canada

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Mr. Seitz shared some graphics about which countries our current students are from and how enrollment has changes over the years. He noted that pre-pandemic there were 14,000 Grades K to 12 students studying in Ontario. Traditionally, approximately 120 full-time students are hosted by Limestone annually. Currently, Canada is a desirable destination for students to study.

Mr. Seitz reviewed some information about the Homestay program and emphasized the need for families accepting placements. He shared the benefits of this programming for Limestone:

- Support for classes and programming
- Support for continued diversity
- Support for school funding
- Benefit to the Kingston community and global connections

Mr. Seitz concluded his presentation by inviting one of the International Education Office Homestay students, Lottie, to share her experience at Limestone. Lottie has been in Kingston since September 2024, and is visiting from Germany.

Chair Hutcheon thanked Mr. Seitz and called upon Trustees for questions.

14. UNFINISHED BUSINESS

None at this time.

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

None at this time.

17. NOTICE OF MOTION

None at this time.

18. ANNOUNCEMENTS

19. COMMITTEE MINUTES FOR INFORMATION

19.1. Special Education Advisory Committee Meeting Minutes – December 11, 2024

19.2. Special Education Advisory Committee Meeting Minutes –January 22, 2025

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20. FUTURE BOARD MEETING SCHEDULE

March 26, 2025

21. ADJOURNMENT AND MOVE INTO PRIVATE SESSION

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

The Meeting Adjourned at 7:35 p.m.

PRIVATE SESSION

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 C. Young, Superintendent of Business Services
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

22. FOR INFORMATION

22.1. Safe Schools Update

22.2. Property Update

22.3. Personnel Update – Director Burra provided a personnel update.

22.4. Labour Update

22.5. Legal Update

22.6. OPSBA Update

23. REPORT TO PUBLIC SESSION

Limestone District School Board

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Vice-Chair Godkin called for a motion for the Board to rise and report at the March 26, 2025, Regular Board Meeting.

MOTION: That the Board rise and report.

MOVED BY: Trustee McGregor. Carried.

The Meeting Adjourned at 8:42 p.m.

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Education, Policy and Operations Committee Meeting Minutes – March 5, 2025

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd J. Maracle K. McGregor J. Morning J. Neill S. Ruttan C. Scott (regrets) A. Bukhari (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Kumar (Student Trustee) (regrets)	M. Christopher, IT Programmer M. Crothers, Communications Consultant P. Gollogly, Associate Superintendent A. McDonnell, Superintendent of Education J. Silver, Superintendent of Education C. Young, Superintendent of Business Services (virtual)
Guests:	Recorder:
Amanda Posadowski, Program Manager, School Health, KFL&A Public Health	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. It is a great honour and a privilege to live in this country and I am eternally grateful for those who allow us to live on these lands.”

2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

There were no conflicts declared.

Limestone District School Board

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4. REPORTS FOR ACTION

None at this time.

5. REPORTS FOR INFORMATION

5.1 2025-2026 Budget Development Schedule

Superintendent Young introduced his report and reviewed the various dates and times of the Committee of the Whole budget meetings for the 2025-2026 budget with Trustees. He noted that at this time, the Ministry has not made the funding announcements. Superintendent Young noted that the recent election may have contributed to the delay. The hope is that these announcements will be made in early April 2025. Superintendent Young stated that June 27, 2025, is the deadline for submitting the approved budget to the Ministry.

An opportunity to provide feedback and input is available through the budget survey, which was released February 25, 2025, and will close on March 21, 2025. The survey results will provide Trustees with feedback and information that will assist throughout the budgeting process to identify priorities that ensure students' needs are best served in 2025-2026. The information collected will be summarized and reviewed at the Budget Committee Meeting on April 16, 2025. The Finance team will make themselves available if there are questions related to the budget. He shared the Budget Development Schedule.

Chair Godkin thanked Superintendent Young for his report and called on Trustees for questions.

5.2 Communicable and Vaccine-Preventable Disease Prevention and Management in Schools

Associate Superintendent Gollogly introduced Amanda Posadowski, Program Manager of School Health from Kingston, Frontenac, Lennox and Addington Public Health Unit to present. Ms. Posadowski shared information about the role of public health in schools and the partnership between public health and the Limestone District School Board. She shared some examples:

- Immunization of School Pupils Act (ISPA) enforcement
- Grade 7 school-based immunization program
- Case and contact management of Diseases of Public Health Significance and other emerging infections

Ms. Posadowski shared some examples of local vaccination coverage for measles and meningococcal disease which she noted is a very high coverage rate.

Ms. Posadowski concluded her presentation by sharing some examples of the collaborative efforts for communicable disease response which include:

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- Determine exposures and contacts
- Communication with families and staff
- Risk mitigation
- School-based post-exposure prophylaxis where needed

Chair Godkin thanked Associate Superintendent Gollogly and Ms Posadowski for their presentation and called on Trustees for questions.

5.3 Update on Development and Administration of See Yourself in Limestone Student Census 2025

Superintendent McDonnell introduced her report. She reminded Trustees that funding is provided by the Ministry of Education to complete this work and is funded through the Core Education Funding.

Superintendent McDonnell shared what a student census is:

- An optional and confidential survey that is open to all students.
- Three versions: Grades K to 3 completed at home by family, Grades 4 to 6 and Grades 7 to 12 completed in school
- Collection of demographic data such as age, gender, ethnicity, and other personal characteristics and school experiences.

Superintendent McDonnell explained that the purpose of the student census is to better understand the diverse backgrounds of students, identify potential barriers to equitable education, and create more inclusive learning environments. She emphasized that the findings from the survey allow for informed decision-making at the district and school level.

Superintendent McDonnell reviewed how the survey is administered and the accessible format and tools offered to ensure there is the right amount of support at the right time for students to be able to participate. This includes:

- Survey format: Online or paper (on request)
- Assistive Technology: Screen readers
- Students who may need support: Guides for staff who support students
- Translation: The online survey can be translated on-demand through Google Translate
- Reading level: Adjusting the reading level as consultation takes place once questions are confirmed
- Time to complete: Students in Grades 4 to 12 will be given class time

Currently, the consultation process is well underway with a variety of interest holders. Superintendent McDonnell stated that through this process survey questions are shared for any feedback or changes to ensure that the right questions are being asked to obtain the right information to support students.

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Superintendent McDonnell concluded by sharing a visual graphic of the proposed census timeline.

Chair Godkin thanked Superintendent McDonnell for her presentation, 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

May 7, 2025

10. ADJOURNMENT

Moved by Trustee McGregor that the meeting adjourn. Carried.

The meeting adjourned at 6:25 p.m.

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Administrative Report: Math Achievement Action Plan Update

Regular Board Meeting

March 26, 2024

Purpose and Link to the Strategic Plan: Student Learning, Achievement and Well-Being

This report updates Trustees on the continued development of Limestone's Math Achievement Action Plan. The plan is aligned with the LDSB Strategic Plan goal of improving math learning and achievement for every student and improving student well-being/sense of belonging/engagement in class time, and time focused on learning.

Actions in the LDSB Math Achievement Action Plan help to advance the following high-leverage strategies from the LDSB Strategic plan:

- Create positive cultures that support student engagement and well-being in service of student learning and achievement;
- Increase educator ability to foster growth in student learning and achievement; and
- Support the capacity of administrators and school teams to analyze and interpret data as guidance for implementing impactful student achievement plans.

Background

An updated Math Achievement Action Plan (2024-25 working version) was developed in fall 2024 based on requirements provided by the Ministry and key performance indicators (KPIs) and achievement data from the 2023-24 working version. The rationale for the updated LDSB Math Achievement Action Plan (working version) was shared, along with a vision for equity and excellence in all mathematics classrooms, and expectations for high levels of learning and achievement for every student, in every classroom, in every school. The Math Achievement Action Plan was endorsed by the Director of Education and the Board of Trustees in November 2024. The blueprint outlined the Board's concrete, visible, and measurable strategies as well as KPIs under the following areas of focus:

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- Fidelity of the Math Curriculum
- Ongoing learning of Math Content Knowledge for Teaching
- Knowing the Math Learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive
- Measurable Results: Improvements in Math Achievement

Phase I of the LDSB Math Achievement Action Plan from 2023-24 featured the introduction of the primary equity building strategy of daily procedural fluency instruction and practice in every K-8 mathematics classroom, involving targeted assessment, and responsive instructional planning.

Phase II saw small groups of educators working alongside administrators to engage in data analysis, understanding their math learners from a different perspective, building math content knowledge, reviewing LDSB-endorsed math resources, using technology to support assessment, implementing high-impact instructional practices, and collaboratively monitoring the impact of responsive instruction.

In 2024-25, two new phases of the LDSB Math Achievement Action Plan were introduced:

Phase III (September- December 2024) had four key areas of focus:

- Revised long-range plans aligned with the Ontario Mathematics curriculum (2020) or a course outline (2021);
- Verify each Grades 1-8 mathematics classroom has a **minimum** of 50-60 daily minutes of math instruction scheduled as part of the class timetable in five 60-minute periods or four 50-minute periods and a 100- minute block (*Scheduling more than the minimum 300 minutes may be helpful*);
- Re-Focus on Phase I: Building Fluency K-9: Additive Thinking to Multiplicative Thinking to Proportional Reasoning to Functional Thinking;
- Continue to ensure culturally relevant learning opportunities are provided in the mathematics classroom.

Phase IV (January - June 2025) has six key areas of focus:

- Ensuring consistency of instruction in the Math Block: 15 minutes of daily targeted fluency and 45-60 minutes of mathematics learning using the **LDSB Instructional Progression of Mathematics** graphic as guidance;
- Capacity building and practicing how to fully implement the assessment cycle in Math to improve student math outcomes;
- Increasing the use of Digital Math Tools (e.g., Knowledgehook, MathUP) as part of the assessment cycle, intentional practice, and individual consolidation of learning;

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- Paying particular attention to monitoring the impact of instruction on students with Math modifications and students who have had Math modifications recently removed;
- Using Math tools consistently in the classroom as part of a broader consideration for how students build conceptual understanding (Concrete-Visual-Abstract), and,
- Using EQAO Released Math Questions as part of Grades 3, 6 and 9 instruction.

Currently, there are 20 partially released and two fully released School Math Facilitators who continue to work alongside Grades 3 and 6 math educators in 22 elementary priority schools. There are four partially released secondary teachers to support Grade 9 math educators in students' math learning, confidence, and achievement. In addition, the facilitators also support other educators teaching math in other grades in those schools. This year, there are also nine elementary central learning partners who support capacity building with educators in the core academic skills (Math and Literacy) in non-math priority elementary schools.

Current Status

Satellite Data are high-level indicators that we are making progress towards our goal of improving math learning and achievement for every student.

The metrics below, EQAO data we shared in the fall of 2024, correspond with one of the Three Priority Areas in the Provincial Student Achievement Plan: Learning Outcomes in Core Academic Skills and are specific to the area of math.

Student Achievement Plan	LDSB Baseline Data (2022-2023)	Provincial Baseline Average (2022-2023)	LDSB Previous Results by Year (2023/2024)	Provincial Previous Results by Year (2023/2024)
Increase Grade 3 EQAO Math Results so that they are above the provincial average by the fall of 2029.	43%	60%	57%	61%
Increase Grade 6 EQAO Math Results so that they are above the provincial average by the fall of 2029.	37%	50%	40%	50%
Increase Grade 9 EQAO Math results so that they are above the provincial average by the fall of 2029.	51%	54%	49%	54%

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Since the last update in November 2024:

- Additional meetings have been held with the Provincial Math Lead to discuss data analysis, possible improvement strategies, and KPIs to support the LDSB Math Achievement Action Plan;
- Deeper analysis of EQAO mathematics and other achievement data has been occurring, moving from a system-level focus to a school-based focus;
- Weekly meetings and capacity building with School Math Facilitators and ongoing learning and support for Learning Partners about the Math Achievement Action Plan strategies;
- School-Based Math Facilitators and Learning Partners have been supporting educators in schools in gathering diagnostic fluency data, plotting students on developmental continua and implementing 15-minutes of daily fluency instruction;
- School-Based Math Facilitators and Learning Partners have been supporting educators in schools in gathering content diagnostic data to plan for meaningful math learning and assist in closing achievement gaps, with particular attention on students with modifications or recently removed from modifications;
- School-Based Math Facilitators and Learning Partners continue to support job-embedded professional learning across all elementary schools and in Grade nine math priority schools;
- School-Based Math Facilitators and Learning Partners also continue to support math-related professional learning sessions for educators at staff meetings, “lunch and learns,” and Professional Activity Days, with more math learning scheduled for the March 31 PA Day;
- Two Student Achievement Officers from the Ministry of Education visited 9 Limestone schools on January 9 and 10, 2025, accompanied by the Director of Education, the LDSB central math team, and school supervisors, focused on math teaching and learning in Grades 3, 6, and 9 classrooms;
- School Leadership Teams have been learning how to use achievement and indicator data at their school to provide responsive supports for student and staff in the core academic skills;
- Semester two math learning with all Grade 9 math educators to build a shared understanding of changes occurring in elementary and introducing some similar practices in Grade 9 to support gap-closing efforts;
- Specific content learning for Grade 6 educators related to fractions, as data indicates many students continue to find proportional reasoning challenging;
- Continued learning with the use of two key digital math tools: MathUP and Knowledgehook (accessible to students at home) that support students’ development of intended curricular outcomes and support educator capacity in knowing mathematics for teaching; and
- Several schools have already hosted, or have plans to host, Family Math Nights to share math

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learning happening in their schools, and practice fun, interactive games they can play at home with their children that support mathematical literacy development.

The LDSB Math Team remains engaged with the Provincial Math Team, collaborates with other boards, and continues to develop resources to support educators and students. It has also facilitated a variety of in-person and virtual professional learning sessions for educators and administrators. Further metrics will be shared in the Board meeting.

NEW PROVINCIAL METRICS

During the 2024-25 school year, in addition to local KPIs, the province is monitoring the following metrics:

- Number of students who progressed in their level of achievement on math report cards;
- Monitoring the levels of achievement of students supported through curriculum modifications on math report cards;
- Number of students whose individual attendance rate in math class is equal to or greater than 90 percent; and
- Number of Grades 3, 6, and 9 math students who report positive results regarding math attitudes and confidence.

Next Steps and Communication Plan

- Share an interim report on the LDSB Math Achievement Action Plan with the Provincial Math Action Team including KPI data for any additional feedback;
- Conduct common math task pilots this spring in Grades 5 and 7 which will involve students responding to a common problem across different schools, which will then be evaluated by educators from those schools. A scoring guide and rationale will be provided and circulated across the district in an initial step to clarify assessment and evaluation practices, and begin to specifically help clarify the grade level standard for math achievement (Level 3); and
- Continue to gather, analyze, and use a variety of data as guidance to ensure the Math Achievement Action Plan is responsive to the needs of students, educators, administrators, and families in service of better math outcomes for students.

Recommendations

That this report be received for information and endorsement.

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Prepared by: Steve Hedderson, Associate Superintendent of Curriculum and Program Services: Math Focus

Reviewed by: Krishna Burra, Director of Education

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Administrative Report: Educational Services 2024-25 Monitoring and Operational Plan

Regular Board Meeting

March 26, 2025

Purpose and Link to the Strategic Plan: Student Learning, Achievement, and Well-Being

To update Trustees on the 2024-2025 Educational Services Monitoring and Operational Plan and to provide an update on the elementary special education service delivery changes that began in September 2024.

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

The Leadership Team at Educational Services has aligned the goals, strategies, and actions of its operational plan to align with the priorities of the Board's Strategic Plan. This operational plan has at its core the four themes that emerged from the Special Education Review that was conducted in 2023/24. These four themes are as follows:

- Equity of access to supports and services in a student's home school;
- Flexible and responsive support, programming, and access to resource spaces that adapt and respond to a student's unique learning profile;
- Purposeful and planned inclusion supported by caring and knowledgeable staff; and
- Increased and equitable access to supports/services through a reduction of siloed and identification specific service delivery.

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Along with the four themes, Educational Services also identified eight areas of professional learning to support this operational plan. They are as follows:

- Universal Design for Learning
- Executive Functioning
- Assistive Technology
- Relationship-Based Approaches
- Accessibility
- Neuro-Affirming Practices
- Mult-tiered Systems of Support
- Modifications/Accommodations

Trustees will recall that as a result of the Special Education Review that was conducted during the 2023/24 school year, significant changes were made to special education supports at the elementary and district levels. Congregated or identification-specific supports, including classroom and professional/paraprofessional supports, were redistributed back to schools so that schools had the resources available to provide flexible and responsive support as required. The Intensive Support Teacher (IST) position was created and twenty-eight (28) of these teachers were added to twenty-six (26) school sites. Most schools received increases to their Student Support Teacher (SST) allocation and school-based resources, which could include Speech/Language Pathologist, Student Support Counselor, and Psychology/Clinical Consultant, were also increased. An additional Special Education Coordinator was added, and the coordinators were reallocated to support a Family of Schools model, as opposed to being organized by exceptionality. The decentralization of support meant that almost all elementary schools received an increase in the supports they could access to meet the unique needs of their buildings and communities. A further reminder that this change was based on meeting unique student needs in a responsive and flexible manner at the school level, not as a cost savings measure.

Current Status

The Educational Services 2024/25 Monitoring and Operational Plan identifies four key goals and strategies that directly align with the LDSB Strategic Goals. They are as follows:

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Educational Services Goal	Strategy
- To enhance the capacity of in-school teams and Educational Services staff to meet the needs of diverse learners. - To promote culturally responsive, identify affirming and inclusive practices. - To promote partnerships, value voice, and reduce systemic barriers. - To effectively implement school-based models of support that are flexible, responsive, and inclusive.	- Implement focused and strategic professional learning plan for staff groups. - To embed and refine processes and practices which support a strengths-based and neuro-affirming approach to meeting student needs. - Intentionally and authentically involve families and community partners. - Equitably allocate resources within school based multi-tiered systems of support.

The current service delivery model in elementary schools has been in place since the beginning of September 2024. A key element to this change was a commitment by Educational Services to support and guide this implementation by providing ongoing support to school teams and monitoring and collecting data. Some examples of the data being collected includes service delivery data from Intensive Support Teachers (ISTs) and Student Support Teachers (SSTs), referral data from the Intensive Support Team and Safe Schools Team, system observations from the Special Education Coordinators and school supervisors, professional learning feedback and an authentic collection of observations, conversations and stories from staff, students and families. Educational Services also conducted a survey of all special education teachers as well as administrators during January of 2025. The information gathered from 109 respondents or 60% of the staff who had access to the survey, was extremely informative and will help guide future conversations and decisions.

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Below are some of the key findings of the survey as they relate to the Educational Services Strategic Goals:

- As of January 31, 2025, 1,093 elementary students have been served by an IST in some capacity. Last year, approximately 254 students received support in either a program or through itinerant support. With respect to SST services, 3,376 students were reported as accessing SST support in some capacity or another. This is the first year this statistic has been tracked to this degree.
- Almost all respondents agreed or strongly agreed that the current model of support in their schools was flexible, responsive, and inclusive.
- Most respondents identified improvement in their in-school team's decision-making and collaboration, as well as multi-tiered systems of support.
- Many respondents identified an increased understanding of modifications and accommodations with respect to IEPs and Relationship, Based approaches to supporting student need.

System feedback and open-ended responses identified key observations across the district. The impact of this service delivery change, and the addition of IST teachers has been mostly positive across the district. However, each school is unique, and therefore the diversity of experiences between schools has been noted. A critical aspect of this model is the need for in-school team collaboration and communication, which is often variable in its nature. We will continue to support the system by sharing best practices with respect to ensuring flexibility and responsiveness and the importance of team collaboration and support for in-school teams. Future areas of learning and development also include Tier 1 supports, neuro-affirming practices, and programming and support for students with complex needs.

Next Steps and Communication Plan

Educational Services will continue to review the data collected to date and continue to adjust the supports and learning provided based on the information gathered. These actions include providing responsive professional learning as well as ensuring school-based support plans are being adjusted based on individual school need. Data collection will continue and will expand to include other teaching and support staff, students, and families in the spring of 2025. The goal is to continue to identify barriers to student success, and work together to provide strategies and resources for every student, in

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every classroom, and in every school.

Recommendations

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

Prepared by: Scot Gillam Superintendent, Michael Blackburn, Principal of Educational Services and
Nicola Dillard, Vice-Principal of Educational Services.

Reviewed by: Krishna Burra, Director of Education

Attachment

Educational Services 2024-25 Monitoring and Operational Plan

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Educational Services 2024-2025

Monitoring and Operational Plan

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.

Culture Matters

Supports Matter

Programming Matter

People Matter

Universal Design for Learning	Executive Functions	Assistive Technology	Relationship Based Approaches
Accessibility	Neuro-affirming Practices	Multi-tiered Systems of Support	Modifications/ Accommodations



Educational Services 2024-2025 Monitoring and Operational Plan

LDSB Strategic Plan Goal	Educational Services Goal	Strategy	Actions	Timelines	Responsibility	Results/ Monitoring
Increase/ensure educator and staff ability to foster growth in student learning and achievement	To enhance the capacity of in-school teams and Educational Services staff to meet the needs of diverse learners	Implement focused and strategic professional learning plan for staff groups	Collaborative learning for Special Education Coordinators focused on leadership development, coaching and building effective school teams	September – June Bi-weekly Coordinator meetings Bi-weekly leadership team meetings	Ed. Services Principal, Vice-Principal, Mental Health and Safe Schools Leads	Individual Coordinator meeting reflections Leadership Team Agenda/minutes Problem of Practice
			Professional Learning for Administrators focused on Leading Mentally Healthy Schools, effective in-school teams, decision making and multi-tiered systems of support	September – June Monthly Operational Administrator meetings Administrator Carousels: Principals - Sept 25, Nov 13, Mar 5, May 14 Vice Principals - Oct 23, Feb 12, Apr 16	Ed. Services Leadership Team	In-school team surveys (Jan/June)
			Professional learning and collaboration for Special Education Teachers (SST, IST, LPS, Secondary SCS) focused on relationship-based approaches, executive functions /assistive technology, modifications and alternative programming for complex learners	IST – 9 monthly meetings SST – 9 monthly meetings LPS – 4 meetings	Ed. Services Leadership Team Ed. Services Principal/Vice Principal	Barriers/ Strategies Protocol In-school team surveys (Jan/June) Data Collection – student support



Educational Services 2024-2025

Monitoring and Operational Plan

			Professional and Collaborative learning for Educational Services Staff focused on multi-disciplinary problem solving, equity/inclusion, data literacy	Monthly staff meetings October and November PA Days	Ed. Services Principal, Vice-Principal, Mental Health and Safe Schools Leads	PA day and staff meeting observations and artifacts
			Professional Learning for Educational Assistants focused on ABA, UDL, Accommodations and Modifications -Leadership and learning series -School-based coaching and support	Jan 31 PA Day Winter and spring Ongoing	Special Education Coordinators, Behaviour Analysts, Intensive Support Team Special Education Teachers (IST, SST, LPS, SCS)	Professional Learning feedback
			Professional Learning for classroom Teachers focused on supporting and programming for students with complex needs in the regular classroom environment -Bolster school team capacity to support professional learning for classroom educators	September – June IST – 9 monthly meetings SST – 9 monthly meetings LPS – 4 meetings	Special Education Teachers (IST, SST, LPS, SCS)	In-school team surveys (Jan/June)



Educational Services 2024-2025 Monitoring and Operational Plan

LDSB Strategic Plan Goal	Educational Services Goal	Strategy	Actions	Timelines	Responsibility	Results/ Monitoring
Create positive cultures that support student engagement and well-being	To promote culturally responsive, identity affirming and inclusive practices	To embed and refine processes and practices which support strengths based and neuro-affirming approaches	Build Educational Services Staff knowledge and capacity in relationship-based approaches and mental health promotion -The Third Path: A Relationship Based Approach to Student Well-Being and Achievement -Every Day Mental Health Practices -Implementation of the Mental Health and Substance Use Strategy and Action Plan	September – January monthly staff SSC, ACW affinity and Leadership Team Meetings Monthly Educational Services Staff Meetings IST – 9 Monthly meetings SST – 9 Monthly meetings	Administrators, Mental Health and Safe Schools Leads, Special Education Coordinators	Staff feedback IST/SST Exit Cards
			Develop in-school team capacity to work within a multi-tiered system of support -Referral Pathway and Process -In School Team/In School Multi-Disciplinary Team/Referral to District supports	IST – 9 Monthly meetings SST – 9 Monthly meetings School Administrators – August and November P/VP meetings Ongoing	Special Education Coordinators (school visits and ongoing consultation) Educational Services Leadership - support to school administrators	In-school team surveys (Jan/June)
			Grow System knowledge and understanding of neuroaffirming practices through professional learning opportunities.	Sept-June – embedded in all Professional Learning experiences	Staff facilitating professional learning	Professional learning feedback In-school team surveys (January/June)



Educational Services 2024-2025 Monitoring and Operational Plan

LDSB Strategic Plan Goal	Educational Services Goal	Strategy	Actions	Timelines	Responsibility	Results/ Monitoring
Meaningfully and effectively collaborate with communities and families	To promote partnerships, value voice, and reduce systemic barriers	Intentionally and authentically involve families and community partners	Prioritize family participation in planning and decision making around student transitions and support planning. -T2K process and Family Workshop -Summer Transitions -IEP/IPRC family friendly resource	Spring 2025 August 2024 Ongoing	Special Education Coordinators School based teams	Summer transition visit data Student and family voice
			Create structures to access and respond to family and student voice -Student Neurodiversity Alliances (System and School-based) -Life Beyond School and Ministry employment project -Student and family voice at Educational Services Staff meetings -Student and family voice regarding changes to Elementary Service Delivery	Ongoing Winter/Spring 2025 Monthly March	Secondary Autism Support Teacher/School Staff Transition Coordinators Principal/Vice Principal of Educational Services	Numbers of students, student voice Representation Student and family voice
			Build in-school team capacity to collaborate with families and community partners -Community Partner presentations at Special Educator Meetings -Referral pathway, in-school monitoring, family meeting/case conference support	IST – 9 Monthly meetings SST – 9 Monthly meetings LPS – 4 meetings	Educational Services Leadership Team	Representation In-school team survey (January/June)



Educational Services 2024-2025 Monitoring and Operational Plan

LDSB Strategic Plan Goal	Educational Services Goal	Strategy	Actions	Timelines	Responsibility	Results/ Monitoring
Align Board resources to support improved student achievement , learning and well-being	To effectively implement school-based models of support that are flexible, responsive and inclusive	Equitably allocate resources within school based multi-tiered system of support	Develop inclusive support spaces in every elementary school -Visioning -Time -Professional Learning -Financial support and resources	June – September 2024 IST – 9 Monthly meetings SST – 9 Monthly meetings LPS – 4 meetings	Ed Services Leadership Facility Services	Photos/School Visits System wide data collection re: services and support (SST, IST and Ed Services Staff)
			Reallocation of central system staff to increase school-based support. -Student Support Counsellors -Speech Language Pathologists -Psychology Team	September 2024	Administrators, Mental Health and Safe Schools Leads	Referral and Service Delivery data
			Provide Resources to schools to implement universal supports -Tier 1 funding to schools -Software Licenses –Lesson Pix, Classroom Screen, Book Creator, Go Zen	September 2024 – provision of resources Ongoing implementation	Special Education Coordinator	Special Education Teacher - feedback
			Support the implementation of school-based referral pathway to supports/services	Introduced August 2024 IST – 9 Monthly meetings SST – 9 Monthly meetings LPS – 4 meetings	Special Education Coordinators Principal/Vice-Principal Superintendents Vice Principal and Mental Health Lead	School visit feedback In-school team survey (January/June)
			Educational Services Consent review	September - June		

ENVIRONMENTAL SUSTAINABILITY ADVISORY COMMITTEE MEETING MINUTES – October 8, 2024

MS Teams Meeting

Roll Call:

Trustees: J. Morning (Co-Chair) R. Hutcheon Members: S. Luxford-Oddie, Cataraqui Conservation (Co-Chair) P. Bearse, KFL&A Public Health G. Hall, Queen's University G. Hendry, Sustainable Kingston J. Hook, St. Lawrence College H. McGregor, Queen's University	Staff: A. McDonnell, Superintendent of Education D. Hendry, Sustainable Initiatives Co- Ordinator D. Fowler, Manager of Facility Services Regrets: J. Salter-Keane, City of Kingston J. Campbell, Loyalist Township L. MacDonald, Loyalist Township C. Bevens-Leblanc, PIC Representative R. Healey, Kingston Coalition for Active Transportation
Invitees:	Recorder and Producer: Jennifer Dooley, Administrative Assistant

1. CALL TO ORDER

Stana Luxford-Oddie, Community Co-chair called the meeting to order.

2. ADOPTION OF THE AGENDA

Adoption of agenda moved by Joy Morning that the agenda presented, be approved.
Carried.

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3. DECLARATION OF CONFLICT OF INTEREST

No conflict of interest declared.

4. APPROVAL OF MINUTES

Adoption of minutes moved by Heather McGregor that the minutes as presented, be approved. Carried.

5. WELCOME AND INTRODUCTIONS

Stana Luxford-Oddie and Dan Hendry facilitated a round of introductions where each participant shared their name, organization, and something they noticed about the day.

6. ELECTION OF CO-CHAIR

Alison McDonnell facilitated the election of a new Co-Chair for the Environmental Sustainability Advisory Committee, with Heather McGregor being nominated and accepting the role.

7. COMMUNITY PRESENTATION - Stana Luxford Oddie - Forest Therapy

Stana Luxford-Oddie presented on forest therapy, explaining its benefits and guiding the participants through a mindfulness exercise with rocks.

8. COMMUNITY ORGANIZATION UPDATES

- *Limestone District School Board – D. Fowler*

David Fowler provided an update on various facility projects within the Limestone District School Board, including maintenance, building envelope improvements, and the creation of naturalized play spaces.

- *Limestone District School Board – D. Hendry*

Dan Hendry shared updates on sustainable initiatives within the Limestone District School Board, including transit programming, a cost-benefit study, and upcoming climate symposiums.

- *Limestone District School Board – A. McDonnell*

Nothing to report but wanted to thank Dan Hendry and Dave Fowler for the incredible work going on within Limestone District School Board.

- *Limestone District School Board – Trustee J. Morning*

Nothing to report but congratulated students who won the Sustainable Kingston Awards.

- *Limestone District School Board – Trustee R. Hutcheon*

Nothing to report.

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- KFL&A Public Health – P. Bearse

Peter Bearse discussed public health initiatives to support active school travel, including the implementation of parking and stride maps and the CAA Foot Patrol program.

- Sustainable Kingston – G. Hendry

Geoff Hendry provided updates on Sustainable Kingston's initiatives, including the fall pitch-in event, the Sustainable Hospitality Summit, and the launch of the "Our Changing Planet" education program.

- Cataraqui Conservation – S. Luxford-Oddie

Stana Luxford-Oddie shared updates from Cataraqui Conservation, including the new conservation area strategy, water-based resource strategy, 60th anniversary celebrations, and partnerships with True North Aid.

- Queen's University – H. McGregor

Heather McGregor provided updates from Queen's Faculty of Education, including the ongoing building renovations, the Queen's Imagine the Future Festival, and new funding opportunities for community engagement projects.

- St. Lawrence College – J. Hook – P. Bearse reporting on his behalf

Jadon Hook announced the 4th annual sustainability month, featuring events on food security, sustainable transportation, circular economy, and reconnecting with nature. They are hosting a bioblitz and planting at month's end, plus collecting food donations for Halloween Harvest throughout October.

9. OTHER BUSINESS

Sandy Pines Wildlife Center Membership: The committee discussed and agreed to invite Sandy Pines Wildlife Centre to join the Environmental Sustainability Advisory Committee, with Dan Hendry to facilitate the introduction.

10. NEXT MEETING DATE- TUESDAY, MARCH 4, 2025 (MS TEAMS)

11. ADJOURNMENT

Heather McGregor adjourned the meeting. The meeting was adjourned at 5:43 p.m.

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

February 12, 2025

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd, Regrets K. McGregor, Regrets	Present: A. Martin, Member-at-Large (Queen's University) Z. Rogers, Community Living Kingston C. Lord, Epilepsy South Eastern Ontario H. Simson, Learning Disabilities Association of Kingston E. Clow, Member-at-Large H. Clark, Autism Ontario Regrets: L. Clouthier, Easter Seals Ontario K. Hill, Member-at-Large J. Barker, Lennox & Addington Resources for Children
Invitees:	Staff:
	Present: S. Gillam, Superintendent of Education, Learning for All M. Blackburn, Principal of Educational Services W. Fisher, Educational Services and Safe Schools Coordinator 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
Recorder:	Guests:
J. Senior, Administrative Assistant	Laura Stevens, Clinical Consultant Kevin Hulton, Attendance Counsellor Scott Nichol, Student Support Counsellor Nancy Gourdier-Golle, Student Support Counsellor Ellyn Clost-Lambert, LDSB Research and Data Analyst Laura Gillam, LDSB Research and Data Analyst

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1. WELCOME

Co-Chair Andrea Martin called the meeting to order and welcomed everyone to the meeting.

Co-Chair Andrea Martin 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: Member-at- Large Erin Clow that the agenda be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

MOVED BY Member-at- Large Erin Clow that the January 22, 2025, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

5.1 In response to the motion passed at the January 22, 2025, SEAC Meeting regarding adding LDSB SEAC Chair, Karen McGregor's name to the list of signatures on the Ottawa Catholic District School Board letter to be sent to the Ministry of Education concerning Inadequate Special Education Funding and Education Assistant Shortage, a letter is being sent to Traci Clarke, SEAC Chair, Ottawa Catholic School Board, confirming our approval of adding Karen McGregor's name to this letter.

6. EDUCATION SERVICES UPDATE

6.1 Educational Services Presentation – District Supports

Principal Blackburn started the presentation by sharing that the focus of the presentation will be on the district supports that are available and accessible to schools, students, and families with special education needs across our system.

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Changes to District Supports and Services

The Special Education restructuring included the addition of the Intensive Support Teacher (IST) role and increased Student Support Teacher (SST) allocations across the district. The district support structure was adjusted to increase in-school supports, flexibility, and responsiveness. Previously, there were three District Teams: an Autism Team, a School to Community Team, and a Behaviour Action Team, with various roles such as Student Support **Counsellors** (SSC), Speech-Language Pathologists (SLP), Attendance **Counsellors**, Clinical Consultants, and Intervention Assistants (IA). The restructuring reduced the teams to two: an Intensive Support Team and a Safe Schools Team, reallocating support to schools. The Special Education Coordinators' roles were also restructured to focus more on family and school support. The teams continue to include SSCs, SLPs, Attendance **Counsellors**, IAs, and Clinical Consultants, with the addition of Behavior Analysts, and a Secondary Autism Support Teacher.

Referral Pathway

To support the system's understanding of the structure and access to district services, a Referral Pathway was embedded and implemented. This pathway supports tiered intervention at the in-school level and ensures the effective and efficient allocation of district resources. It specifically pertains to accessing coordinator support and the Intensive Support Team, excluding the safe schools team. The pathway guides schools through mobilizing in-school supports before accessing district supports, ensuring flexibility and responsiveness. It starts with educator consultation within the school, involving the intensive support teacher, student support teacher, and administration. If the issue persists, it progresses to the in-school team for further discussion and problem-solving. This may lead to a referral to the multidisciplinary team at the in-school level, and eventually to district supports, including Special Education Coordinators and District Teams. The presentation aims to explain how these teams become involved and the supports and services they provide.

Special Education Coordinators

Each of the five Special Education Coordinator has specific portfolio items, similar to previous years. However, a significant change this year is that each of the Special Education Coordinators now support specific families of schools, rather than being determined by exceptionality (e.g., autism or School to Community). This change removes barriers to accessing supports. Coordinators now support schools and teams regardless of diagnosis, and they are focused on consulting and connecting with one another to support families of schools. All five Special Education Coordinators are involved in collaboration around professional learning, capacity building, planning, and delivery, as well as in-school team consultation.

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An integral part of the Special Education Coordinator role this year is the organization and delivery of professional development, focusing on eight key areas within the Monitoring Plan:

- Universal Design for Learning
- Executive Functions
- Assistive Technology
- Relationship Based Approaches
- Accessibility
- Neuro-affirming Practices
- Multi-tiered Systems of Support
- Modifications/Accommodations

Through feedback and observation, the goal is to remain flexible and responsive, aligning system navigation with research and evidence-based practices. The aim is to equip educators with knowledge and understanding in these key areas, encouraging them to share it with their schools and staff teams. The eight key areas drive the growth and development of professional development efforts.

Supporting School Teams

The coordinators are connected to schools through five main points:

- Coaching In-School Teams to work together to effectively problem solve and support students.
- Problem solving and capacity building with In-School Teams to support students.
- Support School Teams as they work through the Referral Pathway.
- Connecting School Teams with resources and assisting with system navigation.
- Walking alongside teachers and teams as they support all students.

As the Special Education Coordinators work with schools and walk alongside them supporting students, one of the pieces that they might encourage is a referral to our Intensive Support Team.

Intensive Support Team

The Intensive Support Team consists of the following:

- Two Team Leads
- Five Special Education Coordinators
- Three SSCs
- One SLP
- Two Behaviour Analysts
- One Secondary Autism Support Teacher
- Three IAs

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The Intensive Support Team works collaboratively to decide which member is best positioned to initially support a student, with the possibility of changing or adding team members as needed. For example, an SLP may join if communication barriers are identified. The team's primary goal is to bolster skills through consultation, guidance, and capacity building for those directly supporting the student, such as classroom teachers and EAs. They also help schools plan effectively for students, make environmental changes, and develop specific plans like safety or support plans. Additionally, the team supports students and families in navigating community-based supports and maximizing the benefits of existing supports. The process involves multiple team members providing new perspectives and insights to ensure comprehensive support for the student.

Intensive Support Team – Mid-Year Data

- 64 Referrals
 - 26 – Student Support Counsellor
 - 27 – Speech and Language Pathologist
 - 11 – Behaviour Analysts
- Majority of referrals are Grade 2 – 6
- Variety of student profiles

Student Support Counsellor – Intensive Support Team

- Obtain consents and review of the student's referral package.
- Connect with the Special Education Coordinator to gather additional information, understanding of student/school needs, coordinator's areas of focus and recommendations so far.
- Connect and work in collaboration with school based multidisciplinary team members supporting the student (SLP, SSC, Clinical).
- Review of student's OSR.
- Meeting with the school team to gather information on student's strengths, interests, concerns/barriers, identify key goals for the student.
- Multiple observations at different times of day, in various environments to help understand student needs.
- Follow up meeting to discuss recommendations.
- Consult notes detailing recommendations to support student success.
- Coaching and modelling for school staff to support implementation of the recommendations.
- Follow up and monitoring student progress.

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Safe Schools Team

The Safe Schools Team is multidisciplinary and consists of the following:

- One Team Lead
- Two Student Support Counsellors
- One Attendance Counsellor
- One Clinical Consultant

The main focus of the Safe Schools Team is to ensure school safety and provide ongoing support for students involved in safe schools' incidents or concerns. Administrators reach out to the Safe Schools Team, and based on the conversation and information gathered, a team member is assigned to the case. The team's work is grounded in the Community Threat Assessment Protocol, with all members highly trained in this area. The assessment is a collaborative effort between Limestone and community partners such as Maltby, OPP, Kingston Police, Youth Diversion, St. Lawrence Youth Association, and Family and Children's Services. The goal is to be proactive and reduce risk, ultimately lowering a student's level of risk related to their threat-making behavior and developing intervention plans.

KFL&A Community Risk Watch Table

Community partners come together weekly to review referrals and facilitate support for students and families who are deemed to be at an acutely elevated risk. Safe School Team members represent LDSB at the Community Risk Watch Tables in Kingston and Napanee. The group will develop a plan and meet with the individual or family to provide quick service and wrap supports around them.

Student Support Counsellors – Safe Schools Team

In addition to other Safe School Team supports, the Student Support Counsellors will:

- Handle case management of complex students.
- Connect to alternative education, suspension, and expulsion programs.
- Liaise with hospitals for students receiving mental health support.
- Facilitate the violence threat risk assessment process.
- Manage the high-risk registration process at schools.
- Support the RISE program for grade 6-8 students at risk of expulsion.
- Monitor and report on the progress of students in the RISE program, including behavior de-escalation and plans for returning to home schools.

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Attendance Counsellor – Safe Schools Team

In addition to other Safe School Team supports, the Attendance Counsellor will:

- Provide support with attendance and re-engagement strategies.
- Develop alternative education plans inside and outside of the classroom.
- Offer ongoing case management and consultation for students connected to the team's programs.
- Coordinate Behavior Management Systems (BMS) training for all Limestone District School Board staff. BMS training provides leadership, training and support for effectively managing behaviors in school.
- Support the Transitions for Success program for Grade 9 and 10 students. These students are referred by school administration in consultation with our Safe Schools Team. The Transitions for Success program help these students build skills and academic success to transition back to their local secondary school.
- Assist students on long-term suspension or expulsion through the YMCA Student Impact Program (YSIP) in Kingston and the GAP program in Napanee. Both programs provide students with an alternative space to complete academic and non-academic activities designed to support their needs.

Clinical Consultant – Safe Schools Team

Alongside the various supports provided by the Safe School Team, the Clinical Consultant will also:

- Participate in all Violent Threat Risk Assessments.
- Complete comprehensive OSR reviews and review IEPs.
- Clarify identifications through the IPRC process and any diagnoses.
- Review external reports and complete psychoeducational assessments.
- Offer consultation and brief intervention (1-5 sessions) for skill building, mental health support, and helping students understand their diagnosis or learning profiles.
- Provide support for high-risk registrations and students in the RISE, GAP, or Transitions programs.
- Offer district-wide crisis support, trauma response, and suicide intervention.

Co-Chair Martin called upon SEAC Members for questions regarding District Supports.

6.2 Grade 10 Mental Health Literacy Modules Special Education Coordinator, Melissa West, began the presentation discussing the implementation of Mandatory Mental Health Literacy Modules for Grade 10 students, which include two 60-minute sessions designed to be delivered by teachers. These modules aim to support updated and new mental health literacy expectations within the 2024 Career Students course.

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Students were consulted during the development of these modules to understand their existing knowledge, learning preferences, and areas of interest. The modules include videos, slide decks, discussion questions, and follow-up materials, making them ready for immediate use by educators. They also provide action tasks, consolidation activities, and supportive transition and conclusion materials.

The importance of prioritizing mental health learning was emphasized, highlighting that students want to learn about mental health in the classroom (HearNowON 2021). Educators are well-positioned to guide this learning. This helps students to develop skills that support positive mental health, which in turn supports learning in other areas, encourages important conversations, and helps students access support when needed.

The presentation also mentioned the implementation of PPM 169. This policy outlines the requirements for school boards to provide culturally responsive, evidence-informed student mental health promotion, prevention, and early intervention services. It also provides clear pathways to and from more intensive community and hospital-based mental health services when required.

The Grade 10 Mental Health Literacy Modules are aligned with the revised Mental Health Literacy expectations within the Grade 10 Career Studies course, a compulsory course for achieving an Ontario Secondary School Diploma (OSSD). The modules aim to help students manage stress, recognize signs of problematic stress, and access support when needed.

Module 10.1 focuses on strategies for managing stress and maintaining a school-work-life balance. Module 10.1 has particular connections with and builds on the Grade 8 Module, and the focus is on Mental Health Literacy and maintaining focus.

Module 10.2 is a new curriculum designed to help students identify signs of problematic stress and understand when, where, and how to seek mental health support. Schools are encouraged to have their school-based Social Workers and Adolescent Care Workers (ACW) attend this lesson. This way, students can become familiar with the support staff available in their buildings and feel more comfortable seeking help if needed.

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Additional supportive resources created by School Mental Health Ontario:

- Prepared student-facing slide decks.
- Accompanying Educator Guide with bonus content to support planning and understanding.
- Prepared notes to support communication with parents/caregivers.
- Student organizers and information to support learning.
- Teacher notes specific to online learning.
- Tips that keep education well-being in mind.

Both modules contain self-reflection questions and exit cards for students to reflect on their learning and areas for growth. Preliminary data from two schools showed positive feedback from students regarding their understanding of stress management strategies and knowing where to seek mental health support.

The presentation concluded with an update on the Grade 10 Mental Health Modules and the positive preliminary data collected from students.

7. CORRESPONDENCE

7.1 Durham District School Board – Correspondence to the Linda Lacroix, Registrar and CEO, Ontario College of Teachers, regarding Inadequate Special Education Funding and Educational Assistant Shortage in agreement with LDSB SEAC letter sent on November 6, 2024. This letter is dated January 13, 2025. Provided for information.

7.2 Algoma District School Board – Correspondence to the Linda Lacroix, Registrar and CEO, Ontario College of Teachers, regarding Inadequate Special Education Funding and Educational Assistant Shortage in agreement with LDSB SEAC letter sent on November 6, 2024. This letter is dated January 21, 2025. Provided for information.

7.3 Ottawa Catholic District School Board – Correspondence to the Minister of Education, regarding Inadequate Special Education Funding and Educational Assistant Shortage dated January 27, 2025. Provided for information.

7.4 Ottawa Catholic District School Board – Correspondence Chairs of Special Education Advisory Committees across Ontario, regarding Special Education Funding in the Province of Ontario dated January 30, 2025. Provided for information.

8. ASSOCIATION UPDATES

8.1 Autism Ontario – Haley Clark provided information regarding Celebrate the Spectrum, School Giving Challenge – April 1-30, 2025. Posters in French and English were shared with SEAC via email previously.

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9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Scot Gillam provided an overview of the Superintendent's Report, which was included in the Agenda Package.

9.2 Student Census Consultation – LDSB Research and Data Analysts, Ellyn Clost-Lambert and Laura Gillam, provided a comprehensive review of the 2025 Student Census and sought feedback from SEAC members on the questions related to Special Education.

10. NEXT MEETING DATE

March 19, 2025

11. ADJOURNMENT

MOVED BY: Member-at- Large Erin Clow, that the meeting adjourn. Carried.

The meeting was adjourned at 7:24 pm.

Administrative Report: Superintendent's Report

Special Education Advisory Committee (SEAC)

03/19/2025

A. Ministry Updates:

None at this time

B. Educational Services Updates:

safeTalk Training

On March 25, 2025, Educational Services staff member, Christa Cox, will be providing caregivers in the Bayridge Secondary School Family of Schools safeTalk Training. Christa is a Limestone Attendance Counsellor and a certified safeTalk Trainer. The event will be hosted at Truedell Public School. The safeTalk Training equips individuals to be more alert to signs of someone contemplating suicide and better able to connect them with further help. Participants will learn how to reach out to someone thinking about suicide and help keep them safe by promptly connecting them to further support.

Neurodiversity Celebration Week & Neurovibes 2025

Limestone will be celebrating Neurodiversity Week from March 17 to March 21, 2025. Educational Services staff have shared resources and materials that highlight the positive and varied contributions that neurodiversity brings to the world. To further celebrate Neurodiversity, Neurovibes 2025, will take place on April 3, 2025, at the Katarowki Learning Centre. Invites will be extended to LDSB staff, LDSB families, the general public, and Queen's Teacher Candidates. Posters and information will be sent out to the system shortly.

Special Education Teacher Course

The Leadership Team at Educational Services will be offering the Special Education Teacher Course this Spring. This certificate course is designed for all LDSB elementary and secondary teachers who are interested in growing their knowledge of evidence-based practices in the implementation of special education strategies, programming, and approaches. This course will offer a multitude of access points

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through an engaging 6-part series that includes a focus on the following areas: *Neurodiversity, Creating Supportive & Inclusive Classrooms, The Role of the Special Education Teacher and In-School Teams, Individual Education Plans (IEPs) and Identification Placement and Review Committees (IPRCs), Supporting Tier 2 and Tier 3 Intervention and Programming, and Multi-Disciplinary Teams, Educational Services Supports and Community Supports*. This course is a requirement for all Intensive Support Teacher, Student Support Teacher and Learning Program Support teaching roles.

Aspen IEPs

The current system used to create IEPs in Limestone is at end of life this year. Limestone will transition to the IEP module presently in our current Student Information System (SIS) which is Aspen. Staff are quite familiar with Aspen currently, as it is used for attendance and report card writing as examples. Presently, Educational Services staff are conducting both information and training sessions to prepare school teams in supporting the transition to Aspen IEPs in September of 2025.

Transitions to Kindergarten (T2K) 2025

This year's Transition to Kindergarten (T2K) virtual session took place on Wednesday, March 5, 2025. The T2K Virtual Family Session is to support families of children with special needs. The goal of the virtual session is to provide information and resources to support a successful transition to kindergarten. Staff were joined at the session by a wide variety of community supports including KidsInclusive, Maltby, Community Living, and the Algonquin Lakeshore Catholic District School Board. This year's session was attended by over 45 parent/caregiver participants. This year's Kindergarten presentation via video featured teacher, Sarah Dos Santos, and Early Childhood Educator, Stephanie McKinnon, from Fairfield Elementary School

Prepared by: Scot Gillam, Superintendent of Curriculum & Program Services: Student Support Services & Indigenous Education

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