



AGENDA - REGULAR BOARD MEETING

Wednesday, February 28, 2024 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBBoardMTGFeb28>

PRIVATE SESSION – 5:30 PM

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

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

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) – January 17, 2024

4.2 Education Policy and Operations Committee Meeting Minutes (Private) – February 7, 2024

5. FOR INFORMATION

5.1 SAFE SCHOOLS UPDATE

5.2 PROPERTY UPDATE

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

6. REPORT TO PUBLIC SESSION

PUBLIC MEETING - 6 PM

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

7. ADOPTION OF AGENDA

8. DECLARATION OF CONFLICT OF INTEREST

9. PRESENTATION

L'innovation en action - Using emerging technologies to promote authentic communication in the FSL classroom – Paul Allison, Intermediate STEM Consultant & Kayla Bertrand, Core French Educator (North Addington Education Centre)

10. PRIVATE SESSION REPORT

11. APPROVAL OF MINUTES

11.1 Regular Board Meeting – Jan. 17, 2024 (Pages 4-15)

11.2 Education, Policy & Operations Committee Meeting – Feb. 7, 2024 (Pages 16-22)

12. REPORTS FROM OFFICERS

12.1 Chair's Report

12.2 Director's Report

13. REPORTS

13.1 OPSBA Report – Trustee McGregor

13.2 Student Trustees' Report

13.3 Reports For Action

13.3.1 Updates to Policy 1: District Focused Intention, Mission, Vision & Values– Director Burra (Pages 23-24)

13.3.2 Strategic Plan Reporting Template – Director Burra (Pages 25-31)

13.3.3 School Year Calendar 2024-2025 – Associate Superintendent Gollogly (Pages 32-35)

13.4 Reports for Information

13.4.1 Elementary Special Education Support Model – Superintendent Gillam
(Pages 36-37)

13.4.2 Virtual School Update – Associate Superintendent Sartor (Pages 38-41)

14. UNFINISHED BUSINESS

None at this time.

15. NEW BUSINESS**16. CORRESPONDENCE**

None at this time.

17. NOTICES OF MOTION

None at this time.

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

19.1 Indigenous Education Committee Meeting – September 26, 2023 (Pages 42-47)

19.2 Parent Involvement Committee Meeting – November 16, 2023 (Pages 48-64)

19.3 Indigenous Education Committee Meeting – November 30, 2023 (Pages 65-69)

19.4 Special Education Advisory Committee Meeting – December 13, 2023 (Pages 70-75)

19.5 Special Education Advisory Committee Meeting – January 24, 2024 (Pages 76-79)

20. FUTURE BOARD MEETING SCHEDULE

March 27, 2024

April 24, 2024

May 15, 2024

June 19, 2024

21. ADJOURNMENT



REGULAR BOARD MEETING MINUTES – JANUARY 17, 2024

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
J. Brown G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle (Regrets for PS) K. McGregor (regrets) J. Morning J. Neill S. Ruttan E. Eckloff (Student Trustee) A.J. O'Keefe (Student Trustee) A. Wang (Student Trustee)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education C. Young, Superintendent of Business Services T. McKenna, Associate Superintendent
Guests:	Recorder:
None at this time.	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 Lloyd and seconded by Trustee Neill. 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 Annual Board Meeting Minutes (private) – November 15, 2023
- 4.2 Special Meeting of the Board Minutes (private) – December 18, 2023

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

5. FOR INFORMATION

- 5.1 Safe Schools Update – Associate Superintendent Gollogly provided a safe schools update.
- 5.2 Property Update – None at this time.
- 5.3 Personnel Update – None at this time.
- 5.4 Labour Update – Superintendent McWilliams gave a labour update.
- 5.5 Legal Update – None at this time.
- 5.6 OPSBA Update – None at this time.

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 Neill. Carried.

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle K. McGregor (regrets) J. Morning J. Neill S. Ruttan E. Eckloff (Student Trustee) A.J. O’Keefe (Student Trustee) A. Wang (Student Trustee)	K. Burra, Director of Education P. Carson, Manager of Finance M. Christopher, IT Programmer A. Grange, Communications Officer C. Downie, Assistant Manager, Facility Services J. Douglas, Communications Officer D. Fowler, Manager of Facility Services S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education C. Young, Superintendent of Business Services T. McKenna, Associate Superintendent
Guests:	Recorder:
Laura Conboy, Teacher, Special Education and Mental Health Lead	S. Mitton, Executive Assistant to the Director and Trustee Liaison

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

She invited Trustee Neill to provide 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.”

7. ADOPTION OF AGENDA

MOVED BY: Trustee Lloyd and seconded by Trustee Elliott that the agenda, as presented, 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 agenda item number. There were no conflicts declared.

9. DELEGATION/PRESENTATION

None at this time.

10. PRIVATE SESSION REPORT

Vice-Chair Godkin stated that at the Special Meeting of the Board held on December 18, 2023:

- Trustee McGregor provided an OPSBA update.

Earlier this evening during Private Session:

- The minutes were approved from the Annual Board Meeting (Private) of November 15, 2023 and the Special Meeting of the Board on December 18, 2023.
- Associate Superintendent Gollogly gave a safe schools update.
- Superintendent McWilliams gave a labour update.

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

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

11. APPROVAL OF MINUTES

- 11.1 Annual Board Meeting – November 15, 2023
- 11.3 Nominations Committee Meeting – November 20, 2023
- 11.4 Special Board Meeting Minutes – November 20, 2023
- 11.5 Education Policy and Operations Committee – December 6, 2023

MOTION MOVED BY Trustee Neill and seconded by Trustee Godkin that the minutes, as amended, be approved. Carried.

12. REPORTS FROM OFFICERS

12.1 Chair's Update

Chair Hutcheon stated "Good evening, everyone and welcome to 2024. I hope your holidays were restful and enjoyable and may you have a year of joy and promise.

Well, it does seem that with the new year we are also finally welcoming winter. While I am not

normally a winter person, as a farm worker I have come to appreciate the joys and advantages of frozen ground. As the temperature drops it can get harder to get outside for adults and kids alike and I remember as a young student looking for excuses to stay inside for recess on those very cold days. Clearly, I've changed as I was pleased to hear the Minister of Education, on yesterday's Minister's call, emphasizing that students should be going outside for recess, and recognizing that necessity for regular physical activity and its importance for mental health and learning. I echo the Minister's sentiment in this, and hope folks have lots of chances to get out and play in the snow and enjoy the winter.

As students and educators settle back into schools, we Trustees settle back into meetings and emails and school visits. Next week many of us will attend the Ontario Public School Board's Association Public Education Symposium where we will attend workshops, hear speakers, and have opportunities to network with other Trustees from around the province. It's one of our more exciting trustee events. I look forward to expanding my knowledge and sharing the learning. There's nothing better than learning on a long, cold winter night. And that concludes my report."

12.2 Director's Update

Director Burra stated: "Good evening Trustees and the viewing public. While it is already past the middle of January, and the holiday season seems like a distant memory, Happy New Year to everyone.

The New Year is always a time of reflection, both thinking about the year behind, and the year ahead. In education, there is always more work to do, and as a Board we continue to have significant work ahead. The Equity Achievement report we released in December is a good reminder of the critical undertakings ahead of us as a Board. As we continue to work on the next Strategic Plan, it will be important for us to remember for whom this work matters and emphasize the need for all staff to make a positive difference in the lives of the students we serve. This means continuing to strive for improvement in student learning, achievement, and well-being. It also means we must continue to do what we can in making sure there is a positive culture in Limestone for the benefit of all students, families, and staff.

While it is only January, preliminary preparations are already underway for preparing for the 2024-2025 school year. In the next few weeks, we anticipate the release of provincial funding to help support our planning for next year. Choices program information has been shared with the

community and students will be engaging in those processes. Also, last week, this week, and in the next couple of weeks, secondary schools are engaging with Grade 8 students and families to provide information to further support the transition to secondary school in the fall. In addition, more senior secondary students will be considering expanded opportunities available for the fall, and the Kindergarten registration process for the youngest Limestone learners will also begin. This time of year also means secondary summative assessments and exams start in the next few days, and report cards for students K-12 are just around the corner in February.

While teaching and learning must continue to be a focus in schools to support student learning and well-being, it is important to remember the range of great activities occurring in schools. Here are just a few examples: the Robotics event and competition at Calvin Park/LCVI this past weekend; the upcoming Visual Paradise arts exhibition at the Tett Centre this upcoming weekend; and the Neuro-vibes event: A Night to Explore Neurodiversity at Queen's next Thursday evening.

This evening, Trustees, the agenda contains several updates: a revision to Policy 11, the Multi-Year Capital and School Renewal Project Plan, the revised estimates for Quarter 1 of the 2023-2024 school year, an update on year three of the Mental Health and Substance Use Strategy, and discussion of a Trustee motion.

That concludes my update for this evening. Thank you, Chair Hutcheon."

13. REPORTS

13.1 OPSBA Report – Trustee McGregor

None at this time.

13.2 Student Trustees' Report

Student Trustee O'Keefe stated: "Our first Interschool Council (ISC) meeting of 2024 was held at the Limestone District School Board office on January 2, 2024. The meeting was virtual due to inclement weather conditions and chaired by Trustee Wang.

At the first ISC meeting of our term my fellow trustees and school representatives chose to work on increasing student engagement by holding spirit events through the school year. We felt that building school spirit would increase student satisfaction and the overall student experience in the Limestone District School Board. Trustee Wang began this meeting with

discussion on the last board-wide spirit event of 2023 that took place December 18th to 22nd. All members reported the event was a success.

When it came to student spirit and engagement, our approach as a council was to spark competition between schools by holding board-wide spirit events and run them as competitions between schools. The competitions would be embedded within schools pre-existing spirit weeks, where each Secondary School in the Limestone District Secondary Schools would participate in the same themed spirit day and the school with the highest percentage of population participating would win. We saw a great turn out for the first competition which was Pajama day. This event occurred during the holiday spirit week before winter break. We spoke about our successes, learning and improvement ideas if we were to do this again. We then discussed doing an end of year event with a similar concept but with more engaging aspects. This thought will be solidified in future meetings.

As a council we also spoke about the next student trustee election and brainstormed questions for applicants. In past meetings we decided on adding more behavioral types of questions to get a sense of the applicant's character and how they would react in different situations. Committee members believe your behavior and your leadership qualities are a critical aspect to the student trustee leadership role. The questions will be shared with all applicants to ensure we run a fair process as some representatives within ISC may wish to apply."

13.3 Reports for Action

13.3.1 Revision to Board Policy 11: Committees of the Board

Superintendent Gillam introduced his report. He explained that the proposed revision to Policy 11 would ensure alignment with other Indigenous Education Committees (IEC) across Ontario. He reminded Trustees that changes to Policy 11 and Limestone District School Board Procedural Bylaws occurred at the Education, Policy, and Operations Committee meeting of May 3, 2023. The changes included incorporating a portion of the IEC's Terms of Reference into the policy.

Superintendent Gillam clarified that the entire IEC's Terms of Reference govern how the IEC operates and includes their mandate. The IEC's Terms of Reference is an organic document which is reviewed annually. Members of the IEC can bring forward changes with the changes made through consensus of the committee.

Superintendent Gillam emphasized that the IEC is an autonomous committee and is a

community based committee with Trustee representation. He recommended the following motion for Trustees:

MOTION MOVED by Trustee Godkin and seconded by Trustee Lloyd that the Indigenous Education Committee works in partnership with the local school Board of Trustees and staff, and is autonomous in providing advice and making recommendations in support of the Indigenous students, families, and educators. Carried.

13.3.2 Multi-Year Capital and School Renewal Project Plan

Superintendent Young introduced the report. He noted that starting in 2011-2012 the Board prepared a 10-Year Capital - School Renewal Project Plan (the Plan) that is updated each year. The purpose of the plan is to highlight proposed school renewal project activities under the following project types: Heating/Ventilation/AC; Electrical; Structure Communications (ITS); Site Improvements; Conveyance; Lighting; Interior Renovations; Plumbing; and Building Envelope.

At the June 7, 2023, Regular Board Meeting, the 2023-2024 Budget was approved including a capital budget consisting of \$21.3 million in School Renewal funded projects.

Facility Services Manager Dave Fowler and Assistant Manager Charlyn Downie reviewed details of the plan. The Capital and School Renewal Project Plan was developed based upon the VFA Building Condition reports for all schools; assessing local needs with school staff, analysis from maintenance work orders; knowledge from facilities trades and maintenance staff, and expertise from engineering and other consultants. Assistant Manager Downie clarified that this list is different from the summer construction list. She highlighted that project consideration also incorporates a connection to board priorities and goals which includes improving accessibility, green initiatives, security and improving student and staff experiences at our sites. Assistant Manager Downie noted that school input is a very critical component which is incorporated through the creation of a facility improvement plan in collaboration with principals who bring that school community voice.

The Multi-Year Capital plan includes an updated 2023-2024 listing of \$21,302,404 projects by school or various schools, which is outlined in Appendix A. Project work estimates are based upon the best available project scope and costing information at the time of evaluation. It was noted that following Tamworth in the table, Truedell PS should not be included because the separator has been lost in the chart.

For the 2023-2024 to 2032-2033 school years, the 10-year plan includes an estimated \$4,500,000 in proposed annual school renewal project activity per year based upon prior year Ministry funding levels.

Chair Hutcheon thanked Superintendent Young, Manager Fowler and Assistant Manager Downie and called upon Trustees for comments or questions.

MOTION MOVED by Trustee Godkin and seconded by Trustee Neill that the Board approve the Multi-Year Capital and School Renewal Project Plan; and that a revised copy of the 10-Year Capital and School Renewal Project Plan be posted on the Board's website. Carried.

13.4 Reports for Information

13.4.1 2023-2024 Revised Estimates and Interim Financial Report for Q1

Superintendent Young called upon Manager Paula Carson to share the report on the 2023-2024 revised estimates and interim financial operating expenditures for Quarter 1.

Manager Carson noted that the projected Average Daily Enrollment (ADE) for the 2023-2024 school year is expected to be higher than what was originally forecasted in the budget. An increase of 70 students at the elementary panel and 325 students at the secondary panel, for an increase of 395 ADE.

Manager Carson advised that for the Operating Budget Revenue, the Grant for Student Needs (GSN) - operating allocation increased overall by \$4.1M. An increase of \$2.3M in pupil foundation is the result of increased enrollment, a \$665,000 in school operations related to increased enrolment and an increase in Indigenous Education related to use of prior years' deferred revenue. Other government grants increased by \$1.1M due to additional PPF funding.

Manager Carson reviewed the Operating Budget Expenditures which reflect a total increase of \$5.6M. The main changes are related to a \$470,000 increase for classroom teachers, which is a result of the increase in enrollment. \$1.2M for additional short-term educational assistant support, and a \$840,000 increase in computers, which is a result of continued investment in technology. School operations reflect an increase of \$0.5M which is a result of additional expenditures for utilities and school renewal.

Manager Carson advised that in Quarter 1 for the period ending November 30, 2023, the Board has spent \$73.8M or 26% of our \$286.4M operating budget. This is comparable to the 26% spent in Quarter 1 of the 2022-2023 fiscal year.

Chair Hutcheon thanked Superintendent Young and Manager Carson and asked Trustees for questions.

13.4.2 Year 2 Update on the 2021-2024 Mental Health and Substance Use Strategy

Superintendent Gillam indicated that this update for Trustees is to provide some of the key indicators from the previous year and to highlight key strategies and goals of the next year ahead of the Mental Health and Substance Use Strategy. He introduced Laura Conboy, Mental Health Lead, Special Education.

Laura Conboy explained that every school board is required to have a 3-year mental health and addictions strategy. The annual action plans are completed and submitted to SMHO prior to the beginning of each school year. All documents can be found on the LDSB website under “Mental Health and Wellness.”

Laura Conboy reviewed from the 2022-2023 Progress Report some highlights including:

- Mental Health and Substance Use Support – Implementation of evidence-based brief interventions connected directly to learning and mental health needs, as identified by a comprehensive clinical consultation or psychoeducational assessment.
- Culturally-Responsive Mental Health Promotion, Prevention and Intervention – In partnership with Human Rights and Equity staff, establish mental health and substance use supports that prioritize the voices and experiences of students from racialized, marginalized and underserved groups.
- Equip and Support Staff – Provide evidence-based resources and/or professional learning opportunities to all staff to support in-class learning/teaching/discussion about student mental health and substance use, including harm reduction approaches.
- A Relationship-based Approach to Student Well-being & Academic Achievement – Introduce The Third Path to all schools.

Laura Conboy shared a preview of the 2023-2024 Key Activities including:

- Mental Health and Substance Use Knowledge – Support the implementation of new mandatory mental health learning materials for grade 7 and 8 students that are aligned with the Health and Physical Education curriculum.
- Mental Health and Substance Use Support – Participate in the PreVenture scale up project, in partnership with SMHO and Youth Wellness Hubs Ontario (YWHO).
- Culturally-Responsive Mental Health Promotion, Prevention and Intervention – Participate in the Healthy Relationships Program (HRP) for 2S/LGBTQIA+ Youth Pilot

- A Relationship-based Approach to Student Well-being & Academic Achievement – Expand staff's understanding of the origins of trauma and the impact of adversity on the developing brain.

Chair Hutcheon thanked Superintendent Gillam and Mental Health Lead Laura Conboy, and called upon Trustees for questions.

14. UNFINISHED BUSINESS

14.1 Trustee Neill Notice of Motion

Trustee Neill read his motion. The motion was put on the floor and seconded by Trustee Morning. After discussion, Trustee Neill determined he would like to withdraw his proposed motion and bring a revision at a later date.

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

None at this time.

17. NOTICE OF MOTION

None at this time.

18. ANNOUNCEMENTS

None at this time.

19. COMMITTEE MINUTES FOR INFORMATION

19.1 PIC Meeting Minutes – October 5, 2023

19.2 SEAC Meeting Minutes – October 11, 2023

19.3 SEAC Meeting Minutes – October 5, 2023

20. FUTURE BOARD MEETING SCHEDULE

February 7, 2024 (EPOC)

February 28, 2024

March 6, 2024 (EPOC)

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

March 27, 2024
April 24, 2024
May 1, 2024 (EPOC)
May 15, 2024
June 5, 2024 (EPOC)
June 19, 2024

21. ADJOURNMENT

MOTION MOVED BY: Trustee Godkin and seconded by Trustee Brown that the meeting adjourn. Carried.

The meeting adjourned at 7:53 p.m.



EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – FEBRUARY 7, 2024

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown (virtual) G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle (regrets) K. McGregor (regrets) J. Morning J. Neill S. Ruttan (virtual) E. Eckloff (Student Trustee) (regrets) A. O'Keefe (Student Trustee) (regrets) A. Wang (Student Trustee) (regrets)	K. Burra, Director of Education J. Douglas, Communications Officer S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. McWilliams, Superintendent of Human Resources A. McDonnell, Superintendent of Education J. Silver, Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
Educational Services Principal, Michael Blackburn Assistant Manager of Facility Services, Charlyn Downie	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Chair Godkin welcomed everyone to the meeting. He called upon Trustee Elliott to 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. Hopefully everyone had a chance to see the beautiful sunrise this morning, as well as the last few sunsets this week. We are privileged to live where we are and should never take our region and everything it offers for granted. Although this acknowledgement is only a small piece of my reconciliation, I hope to continue to reflect on the privilege I have as a settler, and try to do better in both my thoughts and

actions.”

1. Call to Order

Chair Godkin called the meeting to order and called the roll. He called upon Trustee Brown who shared observations regarding Black History and Futures month. She shared a detailed historical account of challenges and accomplishments of Black individuals in the Greater Kingston Area.

2. Adoption of Agenda

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

3. Declaration of Conflict of Interest

There were no conflicts declared.

4. Reports for Information

4.1 School Enrollment and Facility Capacity

Superintendent McDonnell welcomed Assistant Manager Charlyn Downie to present data and information that was reviewed by the elementary out of boundary registration committee. She explained that the Limestone District School Board utilizes Baragar System school board planning software to house enrolment and capacity data. This information is used for enrolment projections. Assistant Manager Downie acknowledged that there are many sources of data that contribute to the Baragar database and noted that local knowledge is critical when determining final enrolment projections. She reviewed the current statistics within the Limestone community. The data stated that the birthrate in LDSB has remained stable over the last five years after declining consistently since 2008. Additionally, municipalities are reporting that our community is experiencing population growth due to migration into the area.

Assistant Manager Downie reviewed the metrics that the out-of-boundary registration committed has been analyzing as key indicators which include:

- An estimate of the number of school aged children (4 to 13 years old) living in the catchment (population).
- Number of students from the catchment that choose to attend the school in the catchment (in-catchment).
- Number of students who attend another LDSB school (out-of-catchment).
- Number of students who attend elsewhere – exactly where can’t be determined (attending elsewhere).

- School capacity and utilization.

Based on these key indicators, patterns have been noted including:

- Higher participation rates at more remote school locations.
- Lower and inconsistent participation rates at urban schools.
- Out-of-catchment enrolment is sought after by more families and is evident at each school.
- Out-of-catchment attendance is more prevalent in areas of greater choice.
- Due to school size and capacity – out-of-catchment enrolment is inconsistently allowed and hides interest.

She concluded by presenting Trustees with the Baragar data district intelligence in a dashboard which displays individual school data. The Ministry of Education expects school building utilization to be at 100% across the district which is why we see overutilization at some school in order to meet this threshold. When ready, this information will be available on individual school websites.

Superintendent McDonnell highlighted that our hope is always to offer LDSB as a choice to our community. Our goal is to increase our capture rate, and reiterated that there is no change to catchment area boundaries. As a result, there are changes to the registration process which include:

- Revision to Procedure 305 – Student Registrations and Transfers.
- Revised Elementary out-of-boundary registration recommended guidelines for administrators.
- As per past practice, students outside of the school catchment area (out-of-boundary) shall be permitted to attend any school within the board provided space is available, upon submission and approval of the proper application.
- The Board is not responsible for providing transportation for out-of-boundary student – Board Policy 21: Student Transportation.
- A waiting list will be maintained at the school in the order that out-of-boundary registrations are received.
- The Principal shall inform out-of-boundary applicants who are on the waitlist of the status of their request as soon as possible.

This information and more details about registration is available on the LDSB website.

Chair Godkin thanked Superintendent McDonnell and Assistant Manager Downie and called upon Trustees for questions.

4.2 Elementary Special Education Support Model

Superintendent Gillam began by noting that in the spring of 2023 under the leadership of Principal Michael Blackburn, Vice Principal Nicola Dillard and the Educational Services leadership team, an extensive review of the special education services was completed. The results of the review identified that there is a need for ongoing capacity building, multi-tiered systems of support within schools, flexible and responsive learning environments, including a focus on purposeful, planned, and meaningful inclusion. He invited Principal Michael Blackburn to begin his presentation.

Principal Blackburn reminded Trustees of the results that had been previously shared from the recent Special Education Review. What was heard from students and families with special education needs in the Limestone community was the following:

- 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.
- Increased and equitable access to supports/services through a reduction of siloed and identification specific service delivery.

Following the review, a key question emerged: what might we do differently to support the increasingly complex needs of learners within Limestone? This prompted the next step on how can this be actioned in a plan to actualize the following:

- Putting supports where they are needed most – in schools.
- Creating structures that are flexible and responsive – siloed resources are less efficient.
- Multi-tiered systems of support.
- Capacity building – Special Education teams.

Principal Blackburn reviewed more data with Trustees including referrals vs spaces, service/support statistics, enhanced criteria, exceptionality data and the student sense of belonging results. Based on the review and assessment of the services provided by Educational Services, a proposed change to the current service delivery model was presented. The proposed changes would include a realignment of resources which would move district resources, services, staff and supports to a school based model. Principal Blackburn reviewed the multi-tiered systems of support currently offered which can be leveraged throughout this proposed change and highlighted some examples of

what this may look like for students and families.

Principal Blackburn stated that this information has already been communicated with union partners, impacted staff, and Administrators. The next step is to share this information for input and consultation with the Special Education Advisory Committee at the February 14, 2024 meeting.

Chair Godkin thanked Superintendent Gillam and Principal Blackburn for his report and called on Trustees for questions.

4.3 Draft Strategic Plan Reporting Template

Director Burra introduced his report. He reminded Trustees of the key inquiry questions that remain the focus and commitment of the team that in all areas the work to be done and changes that may occur:

- For whom is the current education system not working and why?
- How do I/we know?
- What can I/we do differently?

Director Burra presented Trustees with an updated graphic of the organizational chart and roadmap which reflects information from Phase II of the consultation process. He reminded Trustees of Bill 98: the Better Schools and Student Outcomes Act, 2023 and how the strategic plan at the provincial level must directly correspond to the Three Provincial Priorities: (a) Achievement of Learning Outcomes in Core Academic Skills; (b) Preparation of Student for Future Success; and (c) Student Engagement and Well-Being.

Director Burra stated the five goals to support the provincial Student Achievement Plan which are:

1. Improve literacy learning and achievement for every student.
2. Improve math learning and achievement for every student.
3. Improve graduation rates and preparedness for future success for all groups of students.
4. Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning.
5. Improve responsiveness and service to families, staff, and community partners.

Director Burra invited Trustees to do a cross-analysis of what has been done previously as it relates to status reporting, the Provincial Student Achievement plan and priorities, the strategic plan 4-year framework and the report template. He highlighted that the proposed changes would bring together an alignment with Bill 98, elevate student learning, achievement, and well-being as our

core governance “business” as outlined in legislation, allows a focus on equity across demographic groups, avoids reporting duplications, includes an additional layer of reporting on highlights from Board Departmental/Operational Plans, and finally provides an opportunity to supplement further with the evolution of the provincial framework.

Trustee Godkin thanked Director Burra for his presentation and called upon Trustees for questions.

4.4 School Year Calendar

Associate Superintendent Gollogly presented to Trustees the three calendar options for the 2024-2025 school year. Consultation through a survey has been sent out to Limestone District School Board (LDSB) students, staff and caregivers. She reminded Trustees that three school boards in the Tri-Board Consortium, LDSB, Hastings Prince Edward County District School Board and Algonquin Lakeshore Catholic District School Board, traditionally collaborate to create a common calendar.

Associate Superintendent Gollogly noted that an approved school year calendar will need to be submitted to the Ministry of Education prior to the March 1, 2024, deadline. She will present the survey results to Trustees at the February 28, 2024 Board meeting with a calendar option for approval.

Chair Godkin thanked Associate Superintendent Gollogly for her report and called on Trustees for questions.

5. Reports for Action

None at this time.

6. Unfinished Business

None at this time.

7. New Business

7.1 OPSBA Public Education Symposium – Roundtable Discussion

Chair Godkin opened the floor for reflection on the recently attended Ontario Public School Board Association’s Public Education Symposium. The conference was held in Toronto from January 25-27, 2024. Trustees who attended the conference shared experiences and highlights from the various workshops, keynote speaker sessions, and networking opportunities.

8. **Correspondence**

None at this time.

9. **Next Meeting Date**

March 6, 2024

May 1, 2024

June 5, 2024

10. **Adjournment**

Moved by Trustee that the meeting adjourn. Carried.

The meeting adjourned at 7:50 p.m.



ADMINISTRATIVE REPORT: UPDATES TO POLICY 1: DISTRICT FOCUSED INTENTION, MISSION, VISION, & VALUES

REGULAR BOARD MEETING

February 28, 2024

Purpose

To update Policy 1 to reflect decisions made regarding the updated LDSB Strategic Plan.

Background

At the December 6 EPOC meeting, the Board approved the District Focused Intention, Mission, Vision, and Values based on feedback collected during public consultation in November 2023. This information was shared broadly in a Director's Update in January 2024.

Recommendations

Trustees approve the housekeeping updates to Policy 1 that reflect Board decisions made regarding the District's Focused Intention, Mission, Vision, and Values for the new strategic plan.

Prepared by: Krishna Burra, Director of Education

Reviewed by: Krishna Burra, Director of Education

Attachments: (A) Revised Policy 1: District Focused Intention, Mission, Vision, & Values

DISTRICT FOCUSED INTENTION, MISSION, VISION, & VALUES

DISTRICT FOCUSED INTENTION

To make a positive difference in the lives of every student, in every classroom, in every school.

DISTRICT MISSION

Our mission is to make a positive difference in the lives of the students we serve by empowering every student with the essential skills to shape their future, be lifelong learners, and contribute meaningfully to an interconnected, inclusive, and evolving world.

DISTRICT VISION

Our Vision is for all students, families, and staff to feel they belong within Limestone: a system that understands and supports learners' strengths, needs, and preferences; inspires their hearts and minds; and nurtures hope for the future success of every student, in every classroom, in every school.

DISTRICT VALUES

Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels. Our core values are critical to achieving our priorities as outlined in our mission and vision.

Limestone District School Board values:

Adaptability	Community	Creativity	Empathy
Equity	Integrity	Respect	

Legal References:

Education Act S. 169 & 170 Duties & Powers of Boards; S. 264 Duties of Teachers; S. 265 Duties of Principals;
S. 286 Duties of Supervisory Officers
Ontario Regulation 298—Operation of Schools S. 23 Requirements for Pupils
Ontario Schools Code of Conduct Guideline—Roles and Responsibilities of All School and Community Members

Revised: February 2024



ADMINISTRATIVE REPORT: STRATEGIC PLAN REPORTING TEMPLATE

REGULAR BOARD MEETING

February 28, 2024

Purpose

To provide trustees with a revised template for the LDSB Multi-Year Strategic Plan (2024-2028) for final approval.

Background

Under the Education Act, Section 169.1, School Boards are given the responsibility for student achievement and effective stewardship of resources. More specifically, School Board responsibilities include the following components: promoting student achievement and well-being; promoting a positive school climate that is inclusive and accepting of all pupils; promote the prevention of bullying; ensure effective stewardship of the board's resources; develop and maintain policies; develop a multi-year strategic plan (MYSP) aimed at achieving the goals; and annually reviewing the plan with the board's director of education. In Limestone the review of the MYSP has historically occurred each fall once data from the previous year is available. At the Board Meeting of October 18, 2023, Senior Staff presented an end-of-school-year Strategic Action Plan Overview – 2022 - 2023 (attached as Appendix A). This was the final report for the previous MYSP (2017-2023).

Bill 98, the *Better Schools and Student Outcomes Act, 2023* was passed in June 2023. This legislation (Section 169.2) requires that the provincial priorities for student achievement (Provincial Student Achievement Plan and Priorities- Appendix B) be incorporated into board multi-year plans "...with the aim of achieving goals related to the provincial priorities in education in the area of student achievement..." The three provincial priorities that must be incorporated into the LDSB MYSP are as follows: (a) Achievement of Learning Outcomes in Core Academic Skills; (b) Preparation of Students for Future Success; and (c) Student Engagement & Well-Being.

At the May 3, 2023, LDSB Education, Policy and Operations Committee (EPOC) meeting, it was shared that the LDSB had begun development of a new Strategic Plan to help guide the district forward over the next five years. As part of the MYSP development, a five-phase approach was constructed to

outline the schedule for consultations, reporting and rollout that began in spring 2023 and will continue to summer 2024 and beyond.

For Phase 1, from June 19-July 1, 2023, we hosted a consultation and collected feedback from the Limestone community, including students, families, staff, and community partners, about their own or their student's learning experiences, and their perspectives on the key strengths and opportunities of the board for the future. This feedback was collated and combined with several other engagements with students, families, staff, and community partners. A summary of the feedback was shared at the August 23 Board Meeting and can also be found on the Strategic Planning Consultation web page on the LDSB website.

Based on the first round of consultation in the spring, and the additional requirements of Bill 98, a draft Mission and Vision, as well as a list of potential Values was shared with the LDSB community for the Phase 2 consultation.

From November 2-24, 2023, the LDSB community was invited to provide feedback and comments on the draft Mission, Vision and Values via an online survey, hosted through Qualtrics software. The consultation was promoted through the LDSB website, social media messaging and images, video, and direct email messaging from the Director to all families, staff members, students from Grades 4-12, and several community partners.

At the December 6, 2023 EPOC meeting, trustees approved the amended Mission and Vision based on the Phase 2 consultation, and determined the anchoring Values for the Strategic Plan currently under development. This information was shared with all LDSB families and staff in a 'Director's Update' on January 25, 2024.

At the February 7 EPOC, trustees had the opportunity to review the draft strategic plan reporting template, and provide feedback.

Current Status & Next Step(s)

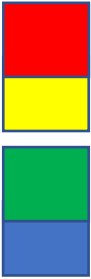
Senior staff have continued to develop a Strategic Plan Framework for the Multi-Year Strategic Plan (2024-2028) based on Bill 98 Provincial Priorities and reporting requirements. This includes making the edits that emerged from discussion at the February 7, 2024, EPOC meeting. As noted earlier in February, senior staff and central departments continue to refine annual operational plans to support the MYSP. The revised Strategic Plan Framework for the MYSP is included as Appendix A.

Recommendation

Trustees approve the Strategic Plan Framework for the Multi-Year Strategic Plan (2024-2028).

Prepared and Reviewed by: Krishna Burra, Director of Education

Attachments: Appendix (A) Strategic Plan 2024-2028 Framework



Red indicates we are still in the planning phase and implementation is not yet underway, or something has changed impacting progress.

Yellow indicates that a plan is in place and that we are in the initial phases of implementation.

Green means implementation is on track.

Blue means implementation of a given strategy is complete.

Strategic Plan 2024-2028 Framework

FOCUS: Equity and Excellence in Student Learning, Achievement, and Future Success within a Positive Culture

Preamble: While the goal is to improve student learning, achievement, well-being, and future success within a positive culture for each student, we recognize the need to focus particular attention on Indigenous students (rights-based and holistic education) and students who belong to, or identify with, historically and/or currently marginalized/oppressed populations (equity seeking), and who are currently not having their needs met within Limestone.

GOALS

These goals are linked to identified high leverage strategies that will continue to advance progress of all goals.

Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning	Improve literacy learning and achievement for every student	Improve math learning and achievement for every student	Improve graduation rates and preparedness for future success for all groups of students	Improve Responsiveness and Service to Families, Staff, and Community Partners
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PLAN

High leverage strategies have been identified as strategies that will significantly enhance the goals stated above and are supported by robust and detailed staff plans that are monitored by the senior team.

Sample High Leverage Strategies	Key System-Wide Actions	Implementation Progress
1. Increase educator and staff ability to foster growth in student learning and achievement	○ Embed training on, and modelling of, high-yield instructional and assessment practices in all professional learning sessions ○	

	○ Ensure program team staff (coaches) are supporting high-yield and culturally responsive instruction and assessment in schools/classrooms ○ Further develop educator growth in data literacy for intentional planning of instructional and assessment practices, including the use of student voice/feedback ○ Support school capacity in utilizing targeted instructional strategies and effective interventions (Tier 1, 2 & 3) to support student learning and achievement ○ Identify and mitigate systemic, structural, and attitudinal barriers or impediments to improve student learning and achievement	
2. Support the capacity of administrators and school teams to analyze and interpret data as guidance for implementing impactful student achievement plans.	○ Build Instructional Leadership capacity within schools. ○ Identify and address systemic, structural, and attitudinal barriers or impediments to improve student learning, achievement and well-being ○ Increase access to data, and improve capacity to use data to make informed school-based decisions to achieve better outcomes for students ○ Develop and communicate a process to monitor implementation of the Student Achievement Plan	
3. Create positive cultures that support student engagement & well-being	○ Develop and implement a comprehensive plan to support and assess student belonging, well-being, and engagement using multiple data points focused on student voice, including the school climate survey. ○ Increase knowledge and understanding of trauma informed practice by administrators and educators to support student well-being ○ Increase implementation of culturally responsive pedagogy by administrators and educators. ○ Create infrastructure in K-8 to support re-engagement efforts ○ Identify and mitigate systemic, structural, and attitudinal barriers or impediments to improve student engagement and well-being	
4. Create a culture of service excellence by meaningfully collaborating and communicating with families, staff, and community partners	○ Provide schools with tools to further support a service orientation and to enhance positive school cultures ○ Support schools in providing consistent information to families ○ Utilize central communication tools to provide a consistent experience for family communication ○ Ensure a balance of different engagement opportunities per year to seek feedback from members of the Limestone community	

	○ Identify and mitigate systemic, structural, and attitudinal barriers to effective and meaningful communication ○ Collect family, staff, and community partner voice with respect to perceptions of service to support continuous improvement	
5. Align board resources to support improved student achievement, learning, and well-being.	○ Review, refine, implement, and communicate criteria for examining budget allocations, and to inform budget decisions ○ Identify and mitigate systemic, structural, and attitudinal barriers or impediments to improve student learning, achievement and well-being ○ Review, refine, implement, and communicate criteria for examining and allocating human or other non-financial resources	

METRICS

Satellite Data are high-level indicators that we are making progress towards our goals.

It should be noted that the categories of data below correspond with the Three Priority Areas in the Provincial Student Achievement Plan: the Red Section Represents the Provincial Priority Focused on Achievement of Learning Outcomes in Core Academic Skills; the Blue Section Represents Preparation of Students for Future Success; and the Green Section Represents Student Engagement and Well-Being.

Student Achievement Plan	LDSB Baseline Data (2022-2023)	Provincial Average (2022-2023)	LDSB Previous Results by Year	Provincial Previous Results by Year
Increase Grade 3 EQAO Reading Results so that they are above the provincial average by the Fall of 2029.				
Increase Grade 3 EQAO Writing Results so that they are above the provincial average by the Fall of 2029.				
Increase Grade 6 EQAO Reading Results so that they are above the provincial average by the Fall of 2029.				
Increase Grade 6 EQAO Writing Results so that they are above the provincial average by the Fall of 2029.				
Increase Grade 10 OSSLT Results so that they are above the provincial average by Fall of 2029.				

Increase Grade 3 EQAO Math Results so that they are above the provincial average by the Fall of 2029.				
Increase Grade 6 EQAO Math Results so that they are above the provincial average by the Fall of 2029.				
Increase Grade 9 EQAO Math results so that they are above the provincial average by the Fall of 2029.				
Increase the percentage of students who earn 16 or more credits by end of grade 10 to above 80% by Fall of 2029.				
Increase the percentage of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)				
Increase percentage of students graduating with an OSSD within five years of starting grade 9 from 2022 to 2028 to a minimum of 90%.				
Increase the percentage of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade level, post-secondary, etc.)				
Increase the percentage of Students taking a Grade 12 mathematics course or at least one grade 11 or 12 science course				
Increase the Percentage of students in grade 1-8 whose individual attendance rate is equal to or greater than 90%				
Reduce the Percentage of students in grade 4-12 that were suspended at least once				
Percentage of 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health				



ADMINISTRATIVE REPORT: SCHOOL YEAR CALENDAR FOR 2024 - 2025

REGULAR BOARD MEETING

February 28, 2024

Purpose

To review the 2024-2025 School Year Calendar and provide Trustees with the results of the public consultation regarding the three options presented in the survey.

Background

Provincial Regulation 304 School Year Calendar, Professional Activity Days requires that a regular school year start on or after September 1 and end on or before June 30. Every school year shall include a minimum of 194 school days.

In Limestone District School Board, the 194 school days are made up of seven PA Days and 187 instructional days. Examination days for secondary schools fall under instructional days.

Regulation 304 requires the following school holidays:

- Every Saturday and Sunday
- Labour Day – September 2, 2024
- Thanksgiving Day – October 14, 2024
- Ten (10) consecutive days for Winter Break - December 23, 2024 – January 3, 2025
- Family Day – the third Monday of February – February 17, 2025
- Five (5) consecutive days for March Break – March 10, 2025 – March 14, 2025
- Good Friday and Easter Monday – April 18, 2025 – April 21, 2025
- Victoria Day – May 19, 2025

The Board shall submit an approved school year calendar to the Ministry of Education by March 1, 2024. A school year calendar that deviates from Regulation 304 must be approved by the Ministry of Education and is referred to as a modified calendar.

The three school boards in the Tri-Board Consortium (LDSB, HPEDSB, and ALCDSB) have traditionally agreed upon a common calendar to share transportation costs. The Consortium agreement and practice indicate two key considerations: (1) should a board decide not to conform to the common calendar, that board must continue to pay for the transportation as arranged in the common calendar; and (2) this board is also required to assume 100% of the transportation costs for days of transport outside of the common calendar. In Limestone District School Board, each day of independent transportation would cost more than \$65,000.

Current Status & Next Steps

School calendar lead staff from the three boards, after consulting with their Senior Teams, met several times to create options to share with their respective School Year Calendar Committees.

Facilitated by Associate Superintendent Gollogly, Limestone representatives from each labour group and the Parent Involvement Committee met on January 25 & 26, 2024 to provide input on the three (3) options presented. Based on these meetings in all three boards, the following options were presented for the Committee and is the basis of a survey that was available to all members of the Limestone community, including community partners, from January 30 to February 12, 2024.

School Year Calendar Options

Option 1

	Option One EDU Base - 194 days
First Day of School for Students	September 4, 2024
Last Day of School for Students	June 26, 2025
Winter Break	December 23-January 3, 2025
Spring Break	March 10-14, 2025
PA Days	September 3 October 11 November 22 January 31 March 31 May 30 June 27
Exam Days	January 23 – 29 2025 June 19 – 25 2025

Option 2

	Option One EDU Base - 194 days
First Day of School for Students	September 4, 2024
Last Day of School for Students	June 26, 2025
Winter Break	December 23-January 3, 2025
Spring Break	March 10-14, 2025
PA Days	September 3 October 4 November 15 January 31 March 31 May 30 June 27
Exam Days	January 23 – 29 2025 June 19 – 25 2025

Option 3

	Option One EDU Base - 194 days
First Day of School for Students	September 3, 2024
Last Day of School for Students	June 26, 2025
Winter Break	December 23-January 3, 2025
Spring Break	March 10-14, 2025
PA Days	September 6 October 4 November 1 January 31 March 31 May 30 June 27
Exam Days	January 23 – 29 2025 June 19 – 25 2025

Survey Results:

When the survey closed on February 12, 2024, 5,700 responses had been received. 74 % of the respondents were parents/guardians/caregivers, 21% were staff, and 2% were students. Results were also received from Trustees and community partners. Calendar Option 1 was selected by 53% of respondents. Option 2 received 17% support and Option 3 received 30%. These results were

similar to the results of the surveys conducted by both Hastings and Prince Edward and Algonquin Lakeshore Catholic school boards.

School Board and School Year Calendar Committee follow up:

The results of the survey were reviewed by LDSB's School Year Calendar Committee and the other co-terminus school boards. Based on the results, all three Boards will be recommending that the Trustees approve Calendar Option 1 for the 2024- 2025 School Year.

Recommendations

That the Trustees approve Calendar Option 1 for the 2024-2025 School Year Calendar.

Prepared by: Patty Gollogly, Associate Superintendent

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: ELEMENTARY SPECIAL EDUCATION SUPPORT MODEL

REGULAR BOARD MEETING

February 28, 2024

Purpose

To provide Trustees with an update on changes to the current special education service delivery model in elementary schools to better meet the needs of complex learners within an inclusive learning environment.

Background

Based on the special education review and an assessment of services provided by Educational Services, we will be making changes to the current service delivery model based on the following considerations:

- Equity of access to supports and services in a students' home school.
- Flexible and responsive support, programming, and access to spaces that adapt and respond to a students' unique learning profile.
- Fully inclusive learning environments supported by caring and knowledgeable staff.
- Increased access to supports/services through a reduction of independent, and identification specific, service delivery.

These changes reflect a planned and purposeful response to the information gathered in the special education review, especially the voice of students and families. This change in service delivery model does not reflect any cost savings and in fact, this model has an overall staff increase.

Current Status

As a result of these changes, all elementary LDSB special education classrooms will be dissolved, and all staff will be reallocated into schools. This includes the District Autism classrooms (DACs), the District Learning Centres (DACs), and the Learning Disabilities Programs. In addition, all Itinerant and

school-based School to Community teachers will also be reallocated into schools. This adjustment will allow us to increase supports in elementary schools as follows:

- The addition of at least twenty-six (26) Intensive Support teachers
- The addition of three (3) Student Support teachers
- Increased support for Literacy intervention
- Seventeen (17) Educational Assistants

In addition to this reallocation of resources, we will also be adding a Board-Certified Behaviour Analyst (BCBA) and an additional Educational Services Coordinator, which is a teaching position.

Further changes include the dissolution of the Autism Team, the School to Community Team, and the Behaviour Action Team. Two new teams will be created to support the system. The first team, the Intensive Support Team will provide Tier 3 interventions to schools/students as needed. The second team will be a Safe Schools Team and support situations that require specific interventions related to the Violence Threat Risk Assessment process and/or suspension/expulsion procedures. This change will provide additional supports to elementary schools in the following areas:

- Three (3) additional Student Support Counselors
- One (1) Speech Language Pathologist
- 0.2 Clinical

Details of this plan were shared with the Special Education Advisory Committee (SEAC) on Wednesday, February 14, 2024. Communication with staff and community stakeholders is ongoing and more fulsome communication will be shared with all LDSB families shortly.

Recommendations

That this report be received for information purposes.

Prepared by: Scot Gillam, Superintendent

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: VIRTUAL SCHOOL UPDATE

REGULAR BOARD MEETING

February 28, 2024

Purpose

To provide trustees with an update on the status of Elementary Virtual School and Secondary Virtual School.

Background

With the onset of the COVID-19 pandemic in March 2020, all students and staff moved from in-person learning to remote learning. This learning continued through to the end of the school year in June 2020. In August 2020, the Ministry of Education released Program and Policy Memorandum (PPM) 164, outlining the requirements for remote learning.

For the 2020-2021 school year, the Ministry of Education required all school boards to offer a virtual school option for students/families. While in-person learning resumed in September 2020 for most students and educators, during the 2020-2021 school year between 8%-10% of LDSB students participated in virtual learning as the model of choice. Several opportunities were provided throughout the year for students to transition from one model to the other. Limestone was able to accommodate this flexibility to students/families by utilizing additional COVID-19 funding.

During the 2020-2021 school year, with the exception of students with significant special education needs, the majority of students and educators transitioned to a virtual learning model for a few weeks in January 2021 and from the middle of April to the end of the school year due to provincial direction based on the ongoing pandemic.

During the 2021-2022 school year, there was a brief period during the winter 2022 when students and educators had to move to virtual learning.

For the duration of the 2022-2023 school year, continuity of learning was maintained, whether students were engaged in in-person learning or virtual school.

The following table displays enrolment in elementary and secondary virtual school from the onset of the pandemic to the current school year:

School Year	Elementary Virtual School Enrolment	Secondary Virtual School Enrolment
2020-2021	1600 (enrolment varied throughout the year)	1032 (enrolment varied throughout the year)
2021-2022	307	170
2022-2023	70	137
2023-2024	48	100

Current Status

At the end of the 2022-2023 school year, the Ministry of Education announced that commencing 2023-2024, virtual school would be an option for Boards of Education to offer, rather than a requirement. Boards were encouraged, but not required, to offer virtual school for students. While LDSB recognizes that choice is important for families based on personal circumstances, declining enrolment in virtual school was a potential barrier to school organization and content delivery. The Limestone District School Board initiated discussions and planning with other school boards to determine the viability of a shared partnership so that a virtual school option could continue to be a choice for LDSB families.

In spring 2023, LDSB formalized an Elementary Virtual School partnership with Renfrew County District School Board (RCDSB) and Kawartha Pine Ridge District School Board (KPRDSB). A few students from Boards outside of the partnership have also registered because their school board opted to not offer virtual school. These are handled on an individual basis with communication between Directors of Education prior to enrolment. In these cases, students become Limestone DSB students.

LDSB provides the daily supervision of virtual school. Staffing, student supports, and financial costs are shared in a manner proportional to student enrolment.

Elementary Virtual School

There are currently 121 students enrolled in Elementary Virtual School (48 LDSB students, 37 RCDSB students and 36 KPRDSB students) as follows:

Grade	# LDSB students	# RCDSB students	# KPRDSB students	Total per Grade
JK	0	0	0	0
SK	1	2	3	6
1	3	1	3	7
2	4	5	0	9
3	6	3	1	10
4	3	5	7	15
5	7	5	5	17
6	4	3	8	15
7	5	5	3	13
8	15	8	6	29

Total	48	37	36	121
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Elementary Virtual School is organized as follows:

Class	# students
SK/1	13
2/3	14
3/4	14
4/5	23
6/7	28
8	29
Total	121

The benefit of the tri-board partnership has been the organization of classes with a maximum of two grades per class. It is important to note that there are no JK students enrolled and the majority of the students enrolled in virtual school are in Grades 5-8.

Secondary Virtual School

There are currently 100 LDSB students enrolled in Secondary Virtual School. The breakdown by grade is captured in the table below.

Grade	# LDSB students	# LDSB SCS Students
9	10	0
10	22	1
11	24	3
12	34	6
Total	90	10

Grade 9 and 10 students are taking a combination of Grade 9 and/or Grade 10 credits in a [set timetable](#) with other students from LDSB. In the current timetable, Grade 9 students take 2 classes synchronously through LDSB and 2 classes asynchronously each semester (through the Ontario e-Learning Consortium, or OeLC). Grade 10 students take 3 classes synchronously through LDSB and 1 class asynchronously each semester through the OeLC. Grade 11 and 12 students are enrolled in a fully asynchronous learning environment through the OeLC. Students enrolled in the School to Community (SCS) program engage in learning alongside a SCS educator.

Elementary Virtual School and Secondary Virtual School are supervised by the Principal and Vice Principal of the Katarokwi Learning Centre and Alternative and Continuing Education.

Next Steps

As all Boards have commenced initial planning for the next school year, LDSB initiated

communication with KPRDSB and RCDSB to gauge their intention to continue with the current EVS partnership. An initial meeting took place on February 14, 2024, and a follow up meeting will occur on February 27, 2024.

On February 29, 2024, a survey will be shared with LDSB Elementary Virtual School families to determine their desire to proceed with virtual learning should the model continue to be offered, or to return to their home school. The deadline for survey completion will be March 18, 2024.

A survey will also be shared with current LDSB Grade 8 and Grade 9 Virtual School students to determine their desire to continue with virtual learning or to return to their home school. The virtual learning schedule for incoming Grade 9 and 10 students will include 3 asynchronous classes through the OeLC and 1 synchronous class through LDSB per semester. Students will also be provided with the opportunity to enroll in 4 asynchronous classes per semester through the OeLC. The final option will be for students to opt to return to their home school for in person learning. Again, the deadline for survey completion will be March 18, 2024.

Current Grade 10 and 11 Virtual School students will receive the same programming options through OeLC that has been offered to Grade 11 and 12 Virtual School students.

Students enrolled in the SCS program will continue to receive the same scheduling and support.

Following the completion of the survey and the information received from the partner boards, next steps will be shared with the community during the last week of March 2024.

Recommendations

That this report be received for information purposes.

Prepared by: Stephanie Sartor, Associate Superintendent

Reviewed by: Krishna Burra, Director of Education



INDIGENOUS EDUCATION COMMITTEE MEETING MINUTES

September 26, 2023

PUBLIC MEETING

Roll Call:

Trustees:	Members:
K. Maracle B. Godkin	Present: Mandy Smart (LDSB Cultural Advisor) Crystal Loft (LDSB Cultural Advisor) Candace Lloyd Deb St. Amant (Queen's University & Grandmother's Council) Jennifer Kehoe (Parent Rep) Romaine Mitchell (Ministry of Ontario) Jonnathan Marconi (Highland Waters Métis Council) Lindsay Rogers (Highland Waters Métis Council) Sandy Maracle (Mohawks of the Bay of Quinte) Pat Brinklow (Mohawks of the Bay of Quinte) Lindsay Morcom (Queen's & Ardoch First Nation) Kristen Lemay (Kingston Public Library) Danka Brewer (Shabot Obaadjiwan Omaamiwininii Community)
	Staff:
	Present: O. Rondeau, Vice-Principal of Indigenous Education and Reconciliation Lead S. Tyner, Principal, Ernestown Secondary S. Gillam, Superintendent, C. Michie, Indigenous Secondary Teacher
Guests:	Recorder:
None at this time.	J. Senior, Administrative Assistant

Limestone District School Board

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

SEE YOURSELF IN LESTONE

1. WELCOME

Deb St. Amant opened meeting the meeting in a good way.

2. COMMITMENT STRING

Crystal Loft and Mandy Smart provided the teachings on Commitment Strings. All IEC members in attendance completed their own personal commitment string. A sign to all walk together in a good way for the Indigenous students and their families.

3. ADOPTION OF THE AGENDA

MOVED BY: Mandy Smart that the agenda be approved. Carried.

4. APPROVAL OF MINUTES

No minutes were taken at the Strategic Planning session with Director Burra.

5. TEAM UPDATES

Superintendent Scot Gillam presented the following team updates:

Summer Programming

From July 31st to August 4th the Indigenous Education Team ran a land-based summer camp for self-identified Indigenous students. We had 25 students register to attend the camp and each day they travelled to a different location including Little Cataraqui Creek Conservation Area, Elbow Lake Conservation Area, Belle Island Park, The City Park Indigenous Food Sovereignty Garden, and Tyendinaga Mohawk Territory. Each day focused on a different element of building a relationship with Mother Earth including plant relatives, water, trees, animals, and more. We were joined by a local Grandmother, Deb St. Amant each day to support with cultural teachings and learning as well as a variety of Indigenous community members from different nations throughout the week. The camp was overall very successful, and we look forward to running it again this summer, hopefully extending the weeks offered.

Language Instruction

Tahnee Bennett will continue to provide instruction in Kanyen'kéha starting in October. Danka Brewer is supporting Algonquin instruction weekly at GREC and will expand out to Sydenham High School and potentially other SHS family of schools. Unfortunately, Kim Debassige, our most recent Anishinaabemowin Language Instructor left us in mid-August for a wonderful opportunity for her and her family. We have been trying to locate another instructor(s) and will hopefully

have a solution soon. In the meantime, we will be working with the Kingston Native Centre and Languages Nest on a variety of strategies and opportunities to expand Indigenous languages across the LDSB. We are always actively recruiting Indigenous language teachers, but it is extremely difficult to find them. We will continue to adjust our strategies and work with local partners to meet needs as best as we can.

River Program

This year, we are no longer operating through the Métis Nation of Ontario. Instead, River is now being served through the (OFIFC) Ontario Federation of Indigenous Friendship Centre's Alternative Secondary School Program, run by the Kingston Native Centre and Language Nest. This partnership brings with it a fresh perspective and new resources, which we are positive will enrich the program.

About KNCLN - the Kingston Native Centre and Language Nest

The Kingston Native Centre and Language Nest (KNCLN) is a local Friendship Centre under the Ontario Federation of Indigenous Friendship Centres (OFIFC). Before becoming a Friendship Centre earlier this year, the organisation was the Kingston Indigenous Language Nest (KILN).

There is a new River Coordinator, Taylor Tye, who is supporting the program. We are very excited about this new partnership and will provide classroom updates to IEC regularly.

Bridge

The goal this year is to expand the Bridge program to support students in Grades 7 and 8. We are currently working with KLC administration on securing a location. We anticipate that this program will be able to be operational in early 2024. The current Bridge program is up and running and is doing great. Future updates for IEC will include classroom activities and opportunities.

Indigenous Coaching Position

LDSB has added an Indigenous Coaching Position to support literacy and numeracy instruction practices with LDSB teachers using an Indigenous Education perspective. This individual will also support the other coaches in supporting both their practice and the practice of the teachers they are supporting in using Indigenous ways of knowing, being, and doing to support both Indigenous and non-Indigenous students. Interviews were conducted earlier this week and we anticipate announcing this later this week.

Professional Development

Right now, we are planning at least 4 sessions of Professional development workshops for teachers and staff across the board. In collaboration with multiple program team members, we are currently in the process of providing specific PD days with the following:

- NAC 10 teachers, which focuses on how to teach and learn about Indigenous Art and Artists in a good way
- Literacy coaches
- Experiential Ed. Educators
- Core French Teachers
- New Teacher Induction Program
- TRC Leads

Skátne Yonkwateweyénhstha (We are all learning together) - Indigenous Education Course

This course is open to both Indigenous and non-Indigenous staff and educators from across K-12. This is an opportunity to explore topics within Indigenous education, such as:

- Terminology that is accepted today
- Understanding the 4 R's (Respect, Relevance, Reciprocity, Responsibility)
- Understanding Positionality and Our Roles in Indigenous Education
- Exploring Art and Culture as a Form of Literacy, while addressing cultural appropriation.
- Vetting Resources and Taking a Culturally Sustainable Approach to Indigenous Education
- Treaty Education – Understanding Our Roles as Treaty People
- The Land as First Teacher – Understanding our Responsibilities to All Our Relations
- Past and Present Manifestations of Colonialism
- Decoloniality

Allyship Café

This course is dedicated to those who are committed to learning about meaningful allyship and what it looks like in action. We are dedicated to creating a safe space where individuals can ask questions or express concerns they have related to Indigenous education. We hope to help non-Indigenous educators feel prepared to support Indigenous education in their schools. We will explore topics such as:

- Holistic teaching and nourishing the learning spirit through teaching and learning.
- Acknowledging and moving past mistakes in a good way.
- Understanding how to bring community members into your classroom in a good way.
- Relationship building with community.
- Understanding the difference between decolonization and Indigenization.
- Decolonizing STEM

Curriculum Changes in Depth

There have been multiple changes to curriculum with the last few months that specifically discuss Indigenous peoples and Indigenous education. We are gathering these changes and recommending explicit activities that teachers can do with their students, in response to these changes.

Lake Ontario Park Days

This is a continued project from the last few years, where we invite teachers and classes to come to Lake Ontario Park to learn from Community Members and Land. Topics for these days usually include interconnectedness, All Our Relations, Living in Right Relations, and students also get to experience Indigenous games and dances. The next Lake Ontario Park days are happening at the end of October.

Truth and Reconciliation Activities and Supports

The system was supported by resources and online opportunities, sent out to the system earlier in September.

Terms of Reference – IEC

Section 6.0 – Facilitator and Co-Facilitator – for the 2023/24 term, Scot Gillam will be the Facilitator of IEC and Kelly Maracle, LDSB Indigenous Trustee will be the Co-Facilitator

Section 5.0 Term

According to the Terms of Reference, the length of a term for the Indigenous Education Committee is from September to June of any given school year. Members are required to establish their continued interest in maintaining a seat with the Indigenous Education Committee each June for September of the upcoming school year. IEC members will re-evaluate membership annually. As this was not completed last year, Superintendent Gillam outlined a process so that Indigenous Community members, community organizations and parents/caregivers could establish their commitments to IEC for this upcoming year. Once established, the IEC could look at establishing numbers and maybe a longer term to provide for consistency on IEC and lessen the need for expressions of interest to every other year, or every three years. This will be determined by IEC prior to June 2024.

Indigenous Community representatives expressing their interest to remain on IEC will provide an explanation of why they want to be on IEC and provide supporting documentation from their community.

Community organizations will provide confirmation of the individual nominated, an expression of interest and supporting documentation from the organization lead.

Parents/caregivers will provide expressions of interest and their commitment to IEC. All parents/caregivers are still welcome to attend, but won't be officially part of the Committee.

The timelines discussed were to have Indigenous community members and community

organizations completed during the month of October and parents/caregivers completed in early November.

6. FLAG PROTOCOL, BRIDGE EXPANSION, COMMUNICATION

6.1 Flag Protocol

Jennifer Kehoe discussed having an official ceremony for the raising and taking down of the Every Child Matters and Survivors Flags. Several community members discussed treating the flag with respect but not ceremony. Superintendent Gillam and Vice Principal Rondeau to send out reminders to schools to treat the flags with respect at all times.

6.2 Bridge Expansion

Jennifer Kehoe discussed the need for the Bridge Program to expand so that it also includes Grade 7 and 8. Superintendent Gillam provided an update that this is the goal for February of 2024 and may also include Grade 6 students.

6.3 Communication

Jennifer Kehoe discussed her concerns of not being able to communicate with other IEC members due to the use of “bcc”. Superintendent Gillam discussed security issues with not using the “bcc” and committed to ensuring that communication will be open and transparent despite having to use “bcc.”

7. CLOSING

Deb St. Amant closed the meeting in a good way.



PARENT INVOLVEMENT COMMITTEE MEETING MINUTES – November 16, 2023

Roll Call:

Members:	Staff:
V. Wood, Co-Chair and Sydenham HS M. Glassford, Co-Chair (excused) S. Bradley, Outgoing Co-chair and 2SLGTBQIA+ Focus Group M. Rickey, Bayridge PS T. MacDonald, Centennial PS M. Chapman, Ernestown SS C. Wither, Frontenac SS M. Hudson, LCVI/Calvin Park PS SA Taylor, Loughborough PS C. Innocente, Maple ES M. Foster, Module de l'Acadie J. Kehoe, Molly Brant ES and IEAC M. Richmond, Odessa PS M. Carrier, Perth Road PS V. Venditti, Polson Park PS J. Jodoin, Rideau PS S. Gratto, Storrington PS K. Mennie, Welborne Ave PS A. Meyer, Southview PS E. Offshack, Virtual School L. Aron, Winston Churchill PS	S. Sartor, Assoc. Superintendent E. Chesnick, Literacy Consultant J.A. Ferguson, Learning Coach P. Gollogly, Assoc. Superintendent M. Christopher, IT
Trustees:	Recorder:
B. Godkin	E. Smith, Administrative Assistant
Community Members:	
L. Lollar, KFL&A Public Health Z. Mnyetto, KEYS	

1. Call to Order

Co-Chair Wood called the meeting to order at 6pm.

Co-Chair Wood welcomed everyone to the meeting and provided the Acknowledgement of Territory. “We recognize that 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 Agenda

Adopted.

3. Declaration of Conflict of Interest

No conflict of interest declared.

4. Approval of Minutes

October 2023 minutes were approved by consensus.

5. Delegation/Presentation

Co-Chair Wood informed us that there are three presentations.

Assoc. Superintendent Sartor, Ericka Chesnick, K-8 Literacy Consultant and Jo Ann Ferguson, Empower Lead and Learning Coach, delivered a presentation on literacy in Limestone and “Right to Read” report. Ontario Human Rights Commission (OHRC) released a report in March 2022. The report contained numerous important recommendations, which can be divided into five key areas: curriculum and instruction, early screening, reading interventions, accommodations, and professional assessments. In June 2023, the Ministry of Education released a new Grade 1-8 Language Curriculum and released a statement indicating that universal screeners would be mandatory as of September 2023. In August 2023, Ministry of Education repealed a portion of PPM 168 and delayed the mandatory implementation of universal screeners until September 2024. Assoc. Supt. Sartor continued to deliver presentation by providing information on what steps and initiatives the Board has already taken. Following this presentation, Chesnick/Ferguson continued to delivery presentation on how to support reading at home. Slides of the presentation will be shared.

The team invited questions.

Co-Chair Wood introduced next presenter V. Casey, Supervisor with “A Great Start for Families: Kahwà:tsire Ronwatiyenawá:se Centre”. This center is an early prevention site for families that are either expecting or have children up to six years of age. All programs are free. Program is located at 263 Weller Avenue, inside the Kingston Community Health Centre. Pamphlet with what this program offers, and schedule will be shared (attached).

Co-Chair Wood invited the third presenter from the Food Sharing Project, B. Moore. The presenter shared updates on the food sharing project which aims to provide nutritious food, including whole grains, dairy products, and fresh fruits and vegetables to every school. The rising cost of living is causing stress in schools, especially children who are chronically undernourished and whose families struggle to meet grocery store prices. In KFL&A, one in nine families struggles with food insecurity and many families are working two and

three minimum wage jobs. School Councils can help by organizing fundraising to support their school's program. This year a new feature has been added to the School-Day platform, allowing donations to the Food Sharing Project. A message from the Director of LDSB about this new donation option led to significant fundraising. Within 24 hours, they had raised \$10,000 and this amount has doubled in just twelve days. The presenter informed that a poster was shared with School Councils. The presenter praised the Director of LDSB for being able to reach every family in LDSB. She further discussed the Petition for National School Food Program which was sent to all schools and informed that there is time until the end of November to submit this petition to Mark Gerretsen, MP. The presenter further encouraged participation in "Zal and Rose School Breakfast Fund" – poster attached. Also, there are fresh food markets that are popping up in various places at Rideau Heights Community Center, Amherstview Community Hall, YMCA and Artillery Park, with wholesale pricing.

The presenter answered follow up questions.

6. Reports for Information

6.1 Co-Chairs Update

Co-Chair Wood welcomed everyone, recognizing that the last meeting was lengthy and contained a lot of information. She shared the director's presentation slides with the PIC representatives. In relation to PRO funding, the committee has approved six applications and there are about five waiting review. The Co-Chair Wood reminded applicants to provide quoted pricing and detailed materials, this would expedite review and approval process. She further reminded of the deadlines pertaining to PRO funding and requirement to keep all the receipts. Deadline for applications is 10 December, deadline to spend funding is 24 May 2024 and final report is due by 31 May 2024.

There are two committees that Crystal Bevens LeBlanc mentioned that we have a seat at: ESAC (Environmental Studies Association of Canada) and MHLC (Mental Health Literacy Collaborative). Members can sit on these committees to be involved. ESAC is the nation's leading scholarly community of environmental researchers and educators. They organize an annual conference where leading and emerging environmental scholars from around Canada and the world gather to share knowledge in an interdisciplinary and collegial setting in support of low carbon academic travel. However, they will not be holding a conference this year. The mission of the MHLC is to make evidence-based mental health literacy a foundational part of K-12 education. Crystal expressed interest in continuing to represent our PIC on this. Crystal is also sitting on the provincial PCCG (the acronym was not clarified during the meeting). It appears to be a province-wide mental health parent group that is separate from the School Mental Health Ontario, which is in charge of mental health initiatives for the Ministry of Education programs.

Next meetings are on 8 February 2024, 4 April 2024 and 2 May 2024. You can follow PIC on Facebook and X.

Outgoing Co-Chair Bradley informed that the School Council Chairs workshop took place couple of weeks ago, recording of the meeting is available. She reminded everyone that there is a Code of Ethics for School Council, and if they did not have one, they are welcome to pick up a copy of the one provided by the Ministry of Education. There is also a provincial Code of Conduct for parents.

Q&A followed on PRO funding.

6.2 Trustee Update

Trustee Godkin recognized the importance of the Food Sharing Project and food insecurity is on the rise. He encouraged any high school to give some thought to looking into some fundraising.

Elections were held last night (15 Nov) for Chair and Vice Chair. Trustee Robin Hutcheon returned as the Chair and Trustee Godkin returned as the Vice Chair. Trustee Godkin mentioned that they had a

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presentation on Math Curriculum. They are working on a new strategic plan which is a bit different than the previous one. He noted that everyone had a chance to provide their input on the matter (phase 2, consultation with students, families, community).

Voted on the change of the calendar, particularly moving the PA Day from Friday, 12 April to Monday, April 8. This change is being made because of the total solar eclipse taking place on 8 April 2024. Assoc. Supt. Gollogly provided further clarification of how and why the Board made this proposal.

Trustees remain committed to diversity and human rights. Trustee Godkin encouraged all schools and Chairs to uphold the beliefs and practices of the school board to be inclusive and accepting. If there are any concerns or issues, such as something being seen as a burden, they should be addressed directly. These are not optional matters, but human rights. If help is needed, they can reach out for suggestions or direction. Trustees are always available for assistance. Feedback is essential for the trustees to know if their policies are working correctly. Unless they receive feedback, they assume everything is going well. They encourage everyone not to be afraid to tell their trustee if something is not working right.

Trustee Godkin thanked everyone.

6.3 Board Update

Associate Superintendent Gollogly noted that most of the items were already reported on.

- November is Indigenous Education Month: we are working with students, staff, families, and communities to encourage deeper learning and the realities of Indigenous communities. We seek to understand, learn, and embrace Indigenous cultures.
- Remembrance Day: many beautiful gatherings took place at individual schools.
- Transgender Awareness Week: recognizing and respecting transgender identities is a human right, not a hardship.
- Bullying and Prevention Week is from 19 to 25 November; 24 November is Pink Shirt Day in our schools.

Finally, Assoc. Supt. Gollogly repeated that phase two of our Strategic Plan is in consultation with PIC representatives, students, families, community. She also recognized that it is pretty remarkable that Limestone has raised \$20,000 for Food Sharing Project in 12 days.

6.4 KFL&A Public Health

Lisa Lollar, RN, reported that KFL&A Public Health has a team of 10 Public Health Nurses (Registered Nurses) on the School Health Team. Each nurse is assigned one or two secondary schools in KFL&A and usually their elementary feeder schools. We work to support educators, students, and families through a health promotion lens, and we work with the immunization team to deliver the grade 7 school-based immunization program. Our team also includes a school team dietitian and a physical activity specialist.

School Health Team Updates:

- **Substance Use Prevention**

My Brain My Choice: School Team nurses at KFL&A Public Health are offering a new grade 6 program to delay and prevent substance use in children/youth. The strategy is multi layered and includes education supports for educators and parents/caregivers as well as a presentation called “My Brain My Choice” which is presented by a Public Health Nurse. Bookings and presentations are underway. Some schools are eligible to be part of a program evaluation.

- **Mental Health Promotion**

Screens, Media and Mental Health

School team nurses encouraged schools to participate in Media Literacy Week, October 23-27, 2023.

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Lesson plans and resources for grades K-8, from MediaSmarts that encourage balance between screen use and other activities such as getting outdoors and face to face connections were reviewed, packaged, and shared with educators for their use.

The lesson plans and two caregiver resources that were shared with schools are included as attachments. All resources have clickable links for more information.

- **Infection Prevention**

Respiratory illness season is upon us. We have been continuing with our messaging that students and staff with symptoms of illness should stay home until they are fever free (without the use of fever-reducing medications) AND have had their symptoms improving for 24 hours (48 hours if vomiting/diarrhea). It is recommended that individuals returning to school after illness wear a mask for 10 days from the start of their symptoms. We also encourage all staff, students and families help prevent and reduce the spread of respiratory illnesses by practicing frequent hand washing, covering their mouths and noses when coughing/sneezing, disinfecting high-touch surfaces, and staying up to date on their annual flu and COVID-19 vaccines.

- **Immunizations**

Seasonal Immunizations – COVID-19 and Influenza

Children 6 months to 4 years of age, and adults 65 years and older can book appointments for their flu and covid vaccines with KFL&A Public Health. The general population can get their flu/covid vaccine through participating pharmacies (if 2 years of age and older), or through participating healthcare providers.

- **Grade 7/8 Immunizations**

The first round of grade 7 immunization clinics are underway.

- **ISPA (Immunization of School Pupils Act)**

All families are encouraged to review their child's immunization records to ensure they're up to date on their immunizations. Families must report their child's immunization records to KFL&A Public Health – family doctors do not automatically report these immunizations. ISPA enforcement will occur in the new year – students whose records are not up to date will receive appropriate communications.

- **Parenting in KFL&A:** Families and caregivers can connect with a registered nurse for any questions you have about your school age child/teen by phone 613-549-1154, email Parenting@kflaph.ca or following us on [Facebook](#).

6.5 Indigenous Education Advisory Council (IEAC)

J. Kehoe reported that IEAC meeting will be taking place on 30 November 2023. Limestone partnered with Kingston Native Centre and Language Nest to do an art contest on 30 September. The two winners were awarded \$250 each and their designs will be used by Kingston Native Centre and Language Nest and the TShirt with these designs will go on sale for the next year to promote programming and support the language revitalization of the organization. Kehoe further reported that IEAC put out a call for expression of interest for Indigenous parents, caregivers and kinship to sit on IEAC. However, the expression of interest was closed after seven days, which she considered was a missed opportunity.

Q&A followed.

6.6 2SLGBTQIA+ Focus Group

S. Bradley emphasized the importance of human rights and the commitment to continue advocating for them.

She praised the Board of Trustees for their dedication to equity. She noted that unlike some other school boards, there are no code of conduct violations or attempts to ban books in Limestone. The trustees are

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aware of the hate happening in schools and are committed to preventing it. She discussed the importance of public awareness and the difference between disinformation and misinformation. They stressed the need to respond appropriately to both.

Bradley further addressed concerns about gender-neutral washrooms. She explained what these washrooms look like and reassured parents that they are similar to single-stall hospital washrooms. She emphasized that nothing inappropriate is happening in these washrooms. She mentioned Sex Education Curriculum, and that if parents do not want their child to learn the sex education curriculum, they can opt out. This information is sent to parents by the principal. The group is meeting again on 12 December 2023 at 7pm online.

6.7 KEYS

The program supports government-assisted refugees, with a tutoring night launched last year for high school students. Most of these students are government-assisted refugees from the Limestone District School Board. The program brings in students to support with literacy and numeracy. The program sees an attendance of 15 to 30 students every Wednesday night. Lion Hearts generously donates food and snacks, including fresh fruits and vegetables. The students come eagerly to learn after school hours. The program is piloting PA Day activities with some local churches to promote healthy activities among elementary students. The program is looking for winter activities for families who are not Christian and do not follow the celebrations on the winter break, to help them embrace winter in a new place.

7. **Reports for action** - None at this time.
8. **Unfinished Business** - None at this time.
9. **New Business** – Suggestion was made to invite TriBoard to the next meeting to address bus cancellations and delays in notifications on those bus cancellations.
10. **Correspondence** – None at this time.
11. **Next Meeting** - Thursday, February 8, 2024 at 6:00pm.
12. **Adjournment** - The meeting adjourned at 8:48 p.m.



Métis Nation
of Ontario 

We Offer You

- Programs for caregivers from prenatal to 6 years of age
- Childminding available on-site, caregivers can access services while their children are cared for on-site
- Parenting programs
- Family activities
- Indigenous supports
- Cooking programs

See our Facebook Page for weekly childminding times, as well as updated Programs and Services.



CHILDBIRTH
KINGSTON



Kahwà:tsire Ronwatiyenawá:se translates to

"We all work together to support each other"

"We are giving support to someone."

"Family Services"



A Great Start for Families
Kahwà:tsire Ronwatiyenawá:se
Centre

263 Weller Ave. Kingston, ON K7K 2V4
email: info@gsfkr.ca
tel: 343.477.0229

www.gsfkr.ca

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A Great Start for Families
Kahwà:tsire Ronwatiyenawá:se
Centre

Make your community bigger!

Let us help you go from
surviving to thriving.



263 Weller Avenue | Kingston Community Health Centre
(343) 477-0229 | info@gsfkr.ca



Our Programs and Service Providers

Food for You, Food for Two (KFL&A)

A free prenatal education and nutrition program for pregnant individuals, teens, and their support persons. Parents will meet other parents, prepare, and eat food together, and learn about pregnancy, birth, and taking care of your baby. Free take-home groceries included.

Ruthy's Reading Room

Enjoy a library story time experience featuring Black and diverse authored books and themes. A story time group for families with kids under six. Don't forget to bring your stuffy!

Métis Nation of Ontario (MNO)

Worker available at our centre for drop-ins to assist families with linking to their programs and services.

Motherwise

A service for parents and caregivers who are pregnant or have children six and under to address concerns about drug or alcohol use. We respect individual's goals within a harm reduction framework.

Ontario Native Women's Association (ONWA)

The Indigenous Healthy Babies, Healthy Children worker will be on site to connect with families. Come by during our OWINA & MNO Community Kitchen hours to make a meal, ask questions, and connect with services.

Family Court Support Worker

Drop-in to have your questions answered about the family court process. See our calendar on Facebook.

Military Family Navigator

Connect with a staff member from the Kingston Military Family Resource Centre.

Kahwà:tsire Early ON

Indigenous-led child and family programs. Join in for some Indigenous led activities with your child.



All our programs and services are free.

Baby Care Basics

Drop-in group with a dietician and a nurse, ready to support you in learning about caring for your newborn.

Youth Parenting Together

This program is offered to pregnant and parenting youth aged 23 years old and under. These drop-in sessions are facilitated by Maltby and Public Health to provide education on numerous topics related to pregnancy and parenting.

Postpartum Drop-in

A drop-in group for anyone who is expecting or has added a Little One to their family within the past year. Come hang out, meet other families, ask questions, and learn more about your new or renewed role as a parent.

Sexual Assault Centre Kingston

Drop in to learn about the different services and connect with a worker.

LEAP (Ontario Works)

Worker on site for appointments, intakes, and drop-ins.

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Visit our Facebook Page



Scan to see program dates and times, our monthly calendars, and more.



A Great Start for Families
Kahwà:tsire Ronwatiyenawá:se
Centre

November 2023



A Great Start for Families
Kahwà:tsire Ronwà:tiyenawà:se
Centre

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Childminding	8:30-2:30	9:30-4:30	12:30-4:30			
29	30	31	1 LEAP (OW) 8:30-4:30 Women's Counselling 1:00-4:00 by appointment	2 LEAP (OW) 8:30-4:30 ONWA 9:30-4:30 Kahwà:tsire Playgroup 9:30-11:30 Public Health Drop In 1:00-4:30	3 Baby Care Basics 10:00-12:00	4
5	6 Public Health Drop In 8:30-12:00 Food for you, Food for two 11:00-1:00 *Registration required	7 MNO 9:30-11:30 Motherwise 12:30-4:30 Intro to Mohawk 1:30-3:00	8 LEAP (OW) 8:30-4:30 Women's Counselling 1:00-4:00 by appointment	9 LEAP (OW) 8:30-4:30 Kahwà:tsire Playgroup 9:30-11:30 Feeding your baby Solids Online 10:00-12:00 Public Health Drop In 1:00-4:30	10 Baby Care Basics 10:00-12:00	11
12	13 Closed	14 Military Family Navigator 8:30-1:00 MNO 9:30-11:30 Fear of Forms 10:00-2:00 Motherwise 12:30-4:30	15 LEAP (OW) 8:30-4:30 Women's Counselling 1:00-4:00 by appointment Family Court Support Worker 1:00-4:00	16 LEAP (OW) 8:30-4:30 ONWA 9:30-4:30 Kahwà:tsire Playgroup 9:30-11:30 Public Health Drop In 1:00-4:30	17 Baby Care Basics 10:00-12:00	18
19	20 Public Health Drop In 8:30-12:00 Food for you, Food for two 11:00-1:00 *Registration required Fast Food 2:00-4:00	21 MNO 9:30-11:30 Motherwise 12:30-4:30	22 LEAP (OW) 8:30-4:30 Fairytale Party 12:30-1:30 Featuring Ruthy's Reading Room Women's Counselling 1:00-4:00 by appointment Intro to Mohawk 1:30-3:00	23 LEAP (OW) 8:30-4:30 ONWA 9:30-4:30 Kahwà:tsire Playgroup 9:30-11:30 Feeding your toddler Online 10:00-12:00 Public Health Drop In 1:00-4:30	24 Baby Care Basics 10:00-12:00 Birth Sharing Circle 12:00-2:00	25
26	27 Public Health Drop In 8:30-12:00	28 Military Family Navigator 8:30-1:00 MNO 9:30-11:30 Motherwise 12:30-4:30	29 LEAP (OW) 8:30-4:30 Women's Counselling 1:00-4:00 by appointment Intro to Mohawk 1:30-3:00	30 LEAP (OW) 8:30-4:30 Kahwà:tsire Playgroup 9:30-11:30 Public Health Drop In 1:00-4:30	1	2
3	4	For more Information, contact us at info@gsfkr.ca 263 Weller Avenue (Inside KCHC) 343-477-0229 ALL OUR PROGRAMS ARE FREE				

Program Descriptions

Childminding Available – Our Centre offers childminding so you may meet with service providers at our centre while your child is taken care of by our childminder on site.

Baby Care Basics – Drop in group with a dietician and a nurse, ready to support you in learning about caring for your newborn.

Birth Sharing Circle – Sharing your birth story can help make sense of your experience and provide a crucial step towards closure and healing. These circles help you connect with others who have similar experiences and find comfort in knowing you are not alone. This is facilitated by Childbirth Kingston.

Car Seat Technician – A certified car seat technician available to answer questions and assist with car seat installations. ***To schedule a car seat installation, contact us at info@gsfkr.ca**

Community Kitchen – Cooking program run by MNO and ONWA. You will learn how to cook a meal, then sit down and enjoy it as a group. ***Registration required.**

Family Court Support Worker - Support to navigate custody battles and challenges for their young children.

Fast Food – Facilitated by a dietician, learn quick recipes using few ingredients.

Fear of Forms – Get assistance with filling out Special Services at Home (SSAH), Assistance for Children with Severe Disabilities (ACSD), Ontario Autism Program (OAP), Disability Tax Credit (DTC).

Feeding your baby solids / Feeding your growing toddler – The following programs run online. Get information as to how to get your baby started on solid food as well as how to navigate through toddlerhood eating habits. For more information and to sign up, email kendral@kchc.ca

Food for you, Food for Two - Food for You, Food for Two is a free prenatal education and nutrition program for pregnant women, teens, and their support persons offered by KFL&A Public Health. On the first and third Monday of the month, participants will meet new people, prepare food, and eat together.

Intro to Kanyen'kéha (Mohawk Language) – Join Curtis Maracle from IIPCT for an introduction to Kanyen'kéha (Mohawk language) This is an adult program open to families with children 6 and under. Childminding is available during this time.

Kahwà:tsire Indigenous-Led Child and Family Programs – Join Vicki Babcock for some indigenous led activities.

KFL&A Public Health Drop In – A nurse from public health is available to answer questions regarding the different resources available to families as well as to facilitate referrals to the healthy baby, healthy child program.

Metis Nation of Ontario – Available for drop-ins to assist families with linking with their programs and services.

Military Family Navigator - Meet with Leigh Wood Landry, Military Family Navigator, to learn about local and KMFRC supports for expectant parents, activities, and funding for loved ones with special needs, and other family-centred topics connected with the unique military challenges of relocation, absences, and transitions.

Motherwise- A service for individuals who are pregnant or have children aged 6 and under to address concerns about drug or alcohol use. We respect individuals' goals within a harm reduction framework. Treatment referrals available.

Ontario Native Women's Association-The Indigenous Healthy Babies, Healthy Children worker will be on site to connect with families.

Ontario Works: Learning, Earning and Parenting (LEAP) – Case manager on site for appointments and drop-ins.

Ruthy's Reading Room - Come in and enjoy a library story time experience featuring Black and diverse authored books and themes. Don't forget to bring your stuffy!

Women's Counselling – Counsellor from Resolve Counselling is here to offer support to women dealing with past or present abuse from a boyfriend, husband, or male or female partner. This is a confidential, safe, and supportive place where women can talk about their experiences and explore their options.

***Appointment Required email info@gsfkr.ca**



"Sometimes I don't get my breakfast at home but I say that's ok because I have breakfast at school."



THE
FOOD SHARING
PROJECT

Providing healthy food
for school meal and snack
programs, accessible to all
students.





**Providing healthy
food to students**



"The kids are so hungry!"

- 10,000 meals provided each week
- Over 5 tons of food delivered weekly
- Offered in all 88 schools in Kingston, Frontenac and Lennox & Addington

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***"Thank you
from the bottom
of our bellies!"***

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**Student
NUTRITION** South
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WE INVITE YOU TO DONATE AND SUPPORT

ZAL & ROSE SCHOOL BREAKFAST FUND

20TH
ANNUAL

A Community Foundation for Kingston & Area fund
that supports The Food Sharing Project.



RESTAURANT

TUES, DEC 12

7AM-9AM, DINE IN ONLY

613-549-7673



Bakery~Restaurant~Take-out

WED, DEC 13

7AM-9AM, TAKE-OUT ONLY

613-544-7790

CALL TO RESERVE YOUR SPOT



The Food Sharing Project provides over 10,000 healthy meals and snacks each week to all 88 schools across KFL&A.



Community Foundation
for Kingston & Area

If you cannot join us,
scan the QR code to donate
or call CFKA at 613-546-9696





Screen time and your child's mental health.

Screens can be good for learning and can help children stay connected to family and friends, but did you know that too much screen time may increase the risk of poor mental health? Children who spend too much time on screens may seem:

- lonely, sad, withdrawn
- stressed, nervous, agitated
- aggressive, angry

As parents and caregivers, it is important to model appropriate screen use.

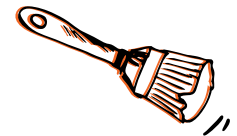
Encourage balance through a variety of screen-free activities:



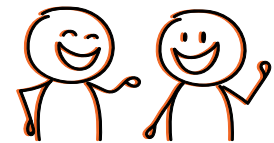
Outdoor play



Reading



Hobbies



Face-to-face interactions



Setting limits and establishing healthy screen time habits as a family, can help lessen negative effects now and in the future.

For more information visit:

caringforkids.cps.ca

Screens, media, and mental health

Lesson plans for elementary students

Grades K to 3



Finding Balance in Our Digital Lives

Students consider the ways they spend free time, reflect on their screen use, and learn how to find balance between active, learning, and media activities. **(30 to 60 minutes)**



Wacky Media Songs: Media Health

This lesson includes videos and activities on managing screen time, balancing online and offline lives, and understanding the differences between healthy and unhealthy device use. **(10 to 15 minutes per activity)**

Grades 4 to 6



Game Time

Students consider the positive and negative aspects of video games and are introduced to the idea of balancing game and screen time with other parts of their lives. Students will reflect on their gaming habits and learn techniques that will help them moderate their game play. **(1.5 to 2 hours, spread over 3 sessions)**



Behaving Ethically Online: Ethics and Empathy

Students are introduced to the idea that “hot” emotional states can make it harder for them to control how they act. They will discuss the concept of empathy and how digital communication can make it harder to feel empathy for other people. **(1 to 2 hours)**

Grades 7 and 8



The Disconnection Challenge

Students consider the role of technology and media in their lives and are challenged to spend a week tracking or limiting their media use. Students reflect on their daily media use, how it affects their mood, and whether it made them feel more connected or isolated. After the challenge, they will complete a mindful media plan to help make tech and media part of a balanced life. **(Lesson takes place over two weeks with 3 hours of class time)**



Understanding Cyberbullying: Virtual vs Physical Worlds

Students explore the verbal and visual cues that we rely on to understand how other people are feeling, identify strategies for healthy online communication, and then apply those strategies to create a media product. **(2 to 3 hours)**

To connect with your school nurse, contact Supporting Healthy Schools at healthy.schools@kflaph.ca, 613-549-1232 or 1-800-267-7875, ext. 1102.



Screens, social media, and your teen's mental health.

While there are some benefits to screens and social media, research suggests that teens' mental health can be impacted by how they use it. Using screens and social media too much can have negative effects on mental health and well-being including:

- increased feelings of anxiety and depression
- decreased attention span and social connectedness
- lower self-reported happiness and self-esteem
- sleep deprivation

To support teens' mental health, parents and caregivers can:



Have regular conversations with their teen about **mental health** and how social media and too much **screen time makes them feel.**



Use a family tech planner to guide their teen in being mindful of how they spend their time online.



Model healthy screen use and make sure social media does not get in the way of **adequate sleep, physical activity,** and other things like hobbies and in-person interactions.

School Mental Health Ontario provides information on how to know if your teen's screen time is problematic and recommendations if you are concerned that it is.



INDIGENOUS EDUCATION COMMITTEE MEETING MINUTES

November 30, 2023

PUBLIC MEETING

Roll Call:

Trustees:	Members:
K. Maracle B. Godkin	Present: Mandy Smart (LDSB Cultural Advisor) Crystal Loft (LDSB Cultural Advisor) Deb St. Amant (Queen's University & Grandmother's Council) Jonnathan Marconi (Highland Waters Métis Council) Lindsay Rogers (Highland Waters Métis Council) Sandy Maracle (Mohawks of the Bay of Quinte) Pat Brinklow (Mohawks of the Bay of Quinte) Lindsay Morcom (Queen's & Ardoch First Nation) Kristen Lemay (Kingston Public Library) Danka Brewer (Shabot Obaadjiwan Omaamiiwininii Community) Alison Billings (Parent/Caregiver Representative) Lorrie Larock (HomeBase Housing) Jayme Blondin (Sexual Assault Centre – Kingston) Kristen Lemay (Kingston Frontenac Public Library) Kaycie Brant (Parent/Caregiver Representative) Mel Urquhart (Parent/Caregiver Representative) Mary-Jane Vincent (LDSB – Indigenous Support Worker) Nathan Cheechoo (Parent/Caregiver Representative) Cristina Warner (HomeBase Housing) Linda Cory (Kagita Mikam) Taylor Day (Four Directions Indigenous Student Centre) Lindsay Rogers (Highlands Water Métis Council) Jessi DiRocco (LDSB – Elementary Indigenous Reengagement Teacher) Liv Rondeau (LDSB – Vice Principal of Indigenous Education) Martha Duncan (LDSB – Elementary Principal) Lauren Smart (ITEP – Queen's University) Tasha Wallace (Parent/Caregiver Representative) Deb St. Amant (LDSB Cultural Advisor) Alice Johnston (LDSB – Elementary Indigenous Reengagement Teacher) Bond Strand (LDSB – Elementary Teacher – Bridge Program) Martina Kataquapit (Parent/Caregiver Representative) Taylor Tye (KNCLN – River Program)

Limestone District School Board

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

SEE YOURSELF IN LESTONE

Regrets:
Constance Carrierre-Prill (Kingston Native Centre and Languages Nest)
Romaine Mitchell (Ministry of Ontario)
Lauren Smart
Emily Eckloff (Indigenous Student Trustee)
Michelle Nyamekye (LDSB – River Teacher)
Shannon Tyner (LDSB – Principal – Ernestown Secondary School)
Mary-Ann Lyons (St. Lawrence College)
Willow Prue (LDSB – Indigenous Student Support Counselor)
Scot Gillam (LDSB – Superintendent)
Christina Michie (LDSB – Secondary Indigenous Reengagement Teacher)
Garnet Armand Ruffo (Parent/Caregiver Representative)

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

1. WELCOME

Deb St. Amant opened meeting.

1. INTRODUCTIONS

Introductions were made around the circle.

2. ADOPTION OF THE AGENDA

MOVED BY: Mandy Smart that the agenda be approved. Carried.

3. APPROVAL OF MINUTES

September 26, 2023, IEC Minutes had the following changes needed to make before approval:

Add the following attendees:

Danka Brewer (Shabot Obaadjiwan Omaamiwininii Community)

4. TEAM UPDATES

Vice Principal Olivia Rondeau and Trustee Kelly Maracle gave the following team updates:

September

- We created a twitter page and newsletter to provide more transparency to Indigenous caregivers, students, and community members around the initiatives and supports that are happening across the district and broader community.
- We hosted an Orange Shirt Day contest in collaboration with the Kingston Native Centre and Language Nest where Indigenous students were invited to design an orange shirt. The goal of this initiative was to empower youth and provide an opportunity for community members to support youth art and wear something that honours both Orange Shirt Day and will contribute to the Native Centre's newly established intergenerational strength and resiliency program which supports residential school survivors and their families as well as the Indigenous youth program.

October

- Started two new initiatives - Allyship Café and the Indigenous Education course.
- Hosted schools at the Faculty of Education where students learned about all our relations and interconnectedness from Haudenosaunee and Anishinabek community members.

- We started a collaboration with Four Directions Indigenous Student Centre to encourage further support for post-secondary pathways. We hope to collaborate with St. Lawrence College, as well to support multiple pathways.

November

- Hosted professional development for literacy leads, art teachers, core-French teachers, and new teachers to the board.
- Started the Indigenous Student Leadership Circle for students in 9-12. As an extension of this we'll be continuing to support the Knowledge Sharing Program which contributes to mentorship opportunities between secondary students who self-identify as Indigenous.
- We are hosting a weeklong hide camp at the Katarokwi Learning Centre. .
- We are working towards organizing a week-long visit with a Métis community who will provide workshops in 8 schools. This is a continuation from last year when she visited 5 schools.
- On Monday, December 2nd, we are hosting an event with a 2S Elder who will be sharing their knowledge and teachings with students who have registered in K-12.
- In the New Year we have Marsha Ireland from Oneida Nation of the Thames coming to share her knowledge about sign-language and their efforts to create opportunities to learn Oneida language through sign-language. We look forward to inviting members of the deaf community and Indigenous students, caregivers, and community members to participate in this great learning experience.

We continue to support referrals that come into the team. Currently, we have received over 100 referrals to date that contribute to language programming, visits from Indigenous community members, and student support initiatives across the district.

5. BOARD ACTION PLAN

Vice Principal Liv Rondeau explained the process for gathering IEC input on the Board Action Plan, a ministry mandated document that is due in February of 2024. This process has been in place for the last several years. Liv reviewed potential categories and IEC Members were encouraged to place their thoughts and ideas under the categories which included:

- Community Member Supports
- Family Support and Engagement
- Land-based Initiatives
- Teacher Professional Development
- Resource Development
- Student Voice
- Summer Programming

- Alternative Education
- Integrating Indigenous Knowledge into Curriculum
- Language Programming
- Student Leadership Initiatives

A BAP update will be provided at the January 30th, IEC Meeting.

6. TERMS OF REFERENCE

Deferred to next meeting.

7. CLOSING

Deb St. Amant closed meeting.



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

December 13, 2023

PUBLIC MEETING

Roll Call:

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

1. WELCOME

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

Chair McGregor read the Acknowledgement of Territory:

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

2. ADOPTION OF THE AGENDA

MOVED BY: 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

4.1 SEAC Minutes November 8, 2023

MOVED BY: Trustee Lloyd that the November 8, 2023, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Presentation: Building Our Vision for the Future, Enhancing Special Education Services in our District, 2023/24 Monitoring Document – Principal Michael Blackburn and Vice Principal Nicola Dillard shared an in-depth presentation on the December 2023, Monitoring Document.

Chair McGregor called on SEAC Members for questions.

7. CORRESPONDENCE

None at this time.

8. ASSOCIATION UPDATES

8.1 **Haley Clark, Autism Ontario** - Autism Ontario Updates were shared with SEAC.

9. OTHER BUSINESS

9.1 **Administrative Report: Superintendent's Report** – Superintendent Scot Gillam shared the following:

A. Ministry Updates:

Policy/Program Memorandum 169: Student Mental Health

- Three-Year Mental Health and Substance Use Strategy and One-Year Action Plan
- Joint Local Planning with Community-based Child and Youth Mental Health Providers
- Multi-Tiered System of Supports
- Consistent Use of Evidence-informed Brief Interventions and Standardized Measurement
- Suicide Prevention and Postvention Protocols
- Virtual Care Delivery
- Enhanced Educator and Staff Mental Health Literacy
- Mandatory Mental Health Literacy Learning for Students – 7/8 MH Modules
- Family Mental Health and Literacy Awareness
- Social-Emotional Learning
- Mental Health Absences

MASCE Meeting Highlights (Pages 19-26)

- February 2022
- November 2022
- March 2023

2023 Joint Protocol for Student Achievement (JPSA)

The Joint Protocol for Student Achievement (JPSA) is a template for school boards and children's aid societies to use to create local protocols that support the academic success and well-being of students in care or students receiving services from societies. The Ministry of Education (EDU) and the Ministry of Children, Community, and Social Services (MCCSS) launched the JPSA in 2015.

The 2023 JPSA has been updated to reflect current applicable legislation, policies, programs, and practices to enhance services to support Children and Youth in Care. It includes special considerations for Indigenous students, to be considered when societies and school boards update their local protocols. In addition, the 2023 JPSA has been updated with input from the education and the child welfare sectors such as feedback from school boards and societies.

The major updates to the JPSA include:

- Consideration for Indigenous, Black, racialized, 2SLGBTQI+ students and communities, and the provision of identity-based, culturally responsive and trauma-informed supports.
- Information about new programs and grants, such as EDU's Transportation and Stability Supports for Children and Youth in Care (CYIC), the Indigenous Graduation Coach program, and the Graduation Coach program for Black Students.
- New section on school board enrolment, with guidelines for enrolment and attendance.
- References to updated provincial acts and guidelines, such as:
 - The Child, Youth and Family Services Act, CYFSA, 2017
 - The Enrolment Register Instructions, 2012
 - Ontario's Quality Standards Framework to Improve the Quality of Care for Children and Young Persons in Licensed Residential Settings, 2020.
- Reports and recommendations from the Office of the Chief Coroner (e.g., Information sharing, enrolment, attendance, student mental health and well-being supports, etc.).
- Updated terminology to refer to children and youth in care rather than crown wards.

The original content in the 2015 template was revised and condensed to provide space for additional features, such as:

- Promising practices for collaboration and supporting students (based on feedback from school boards and societies).
- Enhanced areas for local customization.
- Additional subsections on how societies and school boards can promote student well-being, extra-curricular activities, and community supports.
- An updated glossary (terms defined in the glossary are marked with an Asterix (*) when first referenced in the document).

B. Educational Services Update:

NeuroVibes Event

Limestone and Queen's University will be offering an evening for families and the public to learn more about neurodiversity, neurodiverse affirming practices, and the extent of community supports. The event takes place on January 25, 2024, at the Faculty of Education Library. More details to come.

Research Projects

Educational Services staff and Professor Ian Matheson from Queen's are working on two important research projects that will benefit staff and students in Limestone. The first project involves a deeper dive into the Special Education Review data, and more specifically, the information shared around "belonging." The second project involves what students know about their own Individual Education Plans and how that relates to self advocacy. Another aspect of this work is learning more about what teachers know about student self advocacy and how it is approached in classrooms.

Clinical Psychology Outreach Program (CPOP)

The CPOP is up and running once again. Psychology students from Queen's University will be supporting secondary schools during the lunch hour and will be conducting Lunch and Learn Topics. Topics include sleep hygiene and exam preparation. This project is supported by psychologists from LDSB and Dr. Sue Buchanan from Queen's.

Chair McGregor called on SEAC Members for questions.

9.2 Special Education Mission Statement Review – Principal Michael Blackburn and Vice Principal Nicola Dillard shared information on the Special Education Mission Statement.

Based on the suggestions and input received from SEAC, along with research of other boards' Educational Services Mission Statements from around the province, we have developed a mission statement for Educational Services and SEAC in support of students, not a mission statement on behalf of all the students with special education needs or a mission statement for just those students, it is a mission statement that guides our work in supporting students. This proposed mission statement is below:

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 in recognizing the unique strengths and needs of every student and to enable the conditions for learning, engagement, belonging and achievement.

Principal Blackburn asked SEAC to read over the mission statement and email any feedback, suggestions or comments to Jill Senior, and a finalized version will be brought back to SEAC at a future meeting.

Chair McGregor called on SEAC Members for questions.

10. NEXT MEETING DATE

Wednesday, January 24, 2024

11. ADJOURNMENT

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

The meeting was adjourned at 6:53 pm.



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

January 24, 2024

PUBLIC MEETING

Roll Call:

Trustees:	Members:
T. Lloyd	Present: H. Clark, Autism Ontario E. Clow, Member-at-Large K. Hill, Member-at-Large A. Martin, Member-at-Large (Queen's University) M. Covey, Community Living Kingston S. Patay, Lennox & Addington Resources for Children L. Clouthier, Easter Seals Ontario H. Simson, Learning Disabilities Association of Kingston Regrets: Trustee K. McGregor
	Staff:
	Present: M. Blackburn, Principal of Educational Services S. Gillam, Superintendent, Learning for All N. Dillard, Vice-Principal of Educational Services C. Snider, Special Education Program Coordinator T. Vail, Special Education Program Coordinator A. Ward, Special Education Program Coordinator L. Conboy, Mental Health Lead W. Fisher, Educational Services and Safe Schools Coordinator J. Lalonde, Special Education Program Coordinator
Guests:	Recorder:
Research Analysts: E. Clost-Lambert, L. Gillam	J. Senior, Administrative Assistant

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

1. WELCOME

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

Co-Chair 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

4.1 SEAC Minutes December 13, 2023

MOVED BY: Member-at-Large Katrina Hill that the December 13, 2023, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Presentation: Special Education Data – Principal Michael Blackburn and Vice Principal Nicola Dillard and Research Analysts, Ellyn Clost-Lambert and Laura Gillam shared an in-depth report related to Special Education data collected through the *See Yourself in Limestone Student Census*.

Co-Chair Martin called on SEAC Members for questions.

7. CORRESPONDENCE

7.1 Peterborough Victoria Northumberland and Clarington Catholic District School Board - Letter to Minister of Education regarding Supporting Students with Special Education Needs, dated January 15, 2024.

8. ASSOCIATION UPDATES

8.1 Haley Clark, Autism Ontario - Report from Haley Clark - Sent to SEAC via email on January 15, 2024.

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Scot Gillam shared the following:

A. Ministry Updates:

None at this time.

B. Educational Services Update:

Neuro Vibes

A reminder that Neuro Vibes takes place tomorrow beginning at 5:30 pm at the Faculty of Education Library, Queen's University. This event provides an opportunity to learn, hear from neurodivergent individuals and explore ways to affirm and honour neurodiversity. No registration is required but people are asked to confirm attendance at <http://bit.ly/neurovibes24>

February 2, 2024 - PA Day

On February 2, 2024, Educational Services staff will be providing Professional Development for Educational Assistants (EAs). Sessions include relationship-based approaches, understanding the learner, and ABA in relation to students and their profiles. Other training will be taking place for Educational Services staff and EAs, including Mediating to End Negative Disagreements (MEND) and a Brief Intervention for School Clinicians (BRISC) refresher for Clinical and Social work staff.

Additional Professional Development (PD)

Future Student Support Teacher (SST) PD dates include February 27 and April 23, 2024. Future Learning Program Support teachers (LPS) PD dates include March 5, and April 24th. Topics for both groups include NeuroDiverse Affirming Practices in Schools and Socio-Emotional learning to name just a few. District Learning Centre (DLC) Teachers and Education and Community Partnership Program (ECP) Teachers will be brought together on February 21 and April 30, 2024, in the afternoon for PD. There will be a day of learning focused on Fetal Alcohol Spectrum

Disorders (FASD) on February 22, 2024, at the Education Centre; more details will be shared as details are confirmed.

The Early Years Learning Series will be running in April on April 9, 16, 23, and 30, 2024, after school. More details will be shared as this date approaches. Finally, support for the Grade 7/8 Mental Health Modules will be provided to staff following the completion of elementary report cards.

Co-Chair Martin called on SEAC Members for questions.

10. NEXT MEETING DATE

Wednesday, February 14, 2024

11. ADJOURNMENT

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

The meeting was adjourned at 6:53 pm.