

Agenda – SEAC Meeting

September 11, 2024 - 5:30 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Virtual Link: <https://bit.ly/SEACMTGSep112024>

Public Meeting – 5:30 p.m.

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.”

1. WELCOME

2. ADOPTION OF THE AGENDA

3. DECLARATION OF CONFLICT OF INTEREST

4. APPROVAL OF MINUTES

4.1 SEAC Meeting – June 12, 2024 (Pages 3-8)

5. BUSINESS ARISING FROM MINUTES

6. EDUCATIONAL SERVICES UPDATE

6.1 Collection of Presentation Topics from SEAC Members.

7. CORRESPONDENCE

7.1 **Conseil Scolaire Catholique Nouvelon** - Letter to Minister of Education regarding Transportation Support for Students with Special Education Needs. (Page 9)

7.2 **Minister’s Advisory Council on Special Education (MACSE)** - February 27, 2024, Meeting Highlights. (Pages 10-11)

Limestone District School Board

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

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8. ASSOCIATION UPDATES

8.1 Autism Ontario Updates-September 2024 – Report from Haley Clark. (Pages 12-15)

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Scot Gillam (Pages 16-18)

9.2 Attendance Matters Presentation – Superintendent Scot Gillam

10. NEXT MEETING DATE

October 16, 2024

11. ADJOURNMENT

Limestone District School Board

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

June 12, 2024

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 H. Simson, Learning Disabilities Association of Kingston K. Wood, Community Living Kingston A. Martin, Member-at-Large (Queen's University) Regrets: S. Patay, Lennox & Addington Resources for Children L. Clouthier, Easter Seals Ontario
	Staff:
	Present: M. Blackburn, Principal of Educational Services S. Gillam, Superintendent, Learning for All 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 Regrets: N. Dillard, Vice-Principal of Educational Services
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 May 13, 2024

MOVED BY: Trustee Lloyd that the May 13, 2024, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

Scot Gilliam replied to Andrea Martin’s previous question regarding the Mission Statement stating that SEAC is still open to additional suggestions and revisions through the month of September 2024.

6. EDUCATION SERVICES UPDATE

6.1 Building Our Vision for the Future, Enhancing Special Education Services in our District, 2023-2024 Monitoring Document – Principal Michael Blackburn shared a presentation explaining key areas of focus and the indicators of success for the Special Education Services Monitoring Document.

1. **Programs and Programming – *Programs and Programming Matter*:** Explore and implement programs and programming that are personalized to student's strengths and needs, and responsive to goals, progress, and future opportunities.
 - **Key area of focus:** Continuing – Support school teams to implement purposeful, planned, and meaningful inclusion for students.
 - **Key Indicators:**
 - Intentional integration to support transitions
 - Equitable and Inclusive Classrooms resource
 - Embed in professional learning opportunities
 - Place Alignment Planner – Dual Diagnosis class
 - Planning for Intensive Support Teacher (IST) and Student Support Teacher (SST) professional learning for the 24–25 school year
 - Inclusion as foundational to spec-ed service delivery changes
2. **Individualized Supports and Accommodations – *Supports Matter*:** Explore and implement supports and accommodations that increase access and opportunities for learning and reduce barriers to success.
 - **Key area of focus:** Continuing – Support processes and practices for understanding diverse learners (student profiles, goals/hopes, gifts, areas for growth).
 - **Key Indicators:**
 - Student friendly Individualized Education Plan (IEP) resource
 - Shelley Moore Resources and Learning
 - Neurodiversity and Universal Design for Learning (UDL) Queens partnerships
 - Strengths based student profiles
 - Executive Functions and Assistive Technology Day for Secondary Teams and Program Team learning
 - Intentional shifts in language
 - FASD class presentations
 - ECPP Teachers – collaborative exploration of student profiles and support strategies
3. **Inclusive and Supportive Culture – *Culture Matters*:** Explore and implement strategies to support an inclusive and supportive culture that creates a sense of belonging, teamwork, and shared belief in what is possible.
 - **Key area of focus:** Beginning>Continuing – Communicate and collaborate with students, families, and community partners to gather voice and lived experiences.

➤ **Key Indicators:**

- Neurovibes and UDL events – intentional gathering of voice
- Secondary Student Alliance
- Work with Community Partners in schools with students and school teams
- Lived Experiences at Staff meetings
- Voices from the Margins
- Openness to diverse perspectives, both approving and dissenting
- T2K process - involvement of families and developing partnerships
- Elevating and supporting student voice (transitions, community events, self-advocacy)

4. **Staff Support/Human Resources Matter – *People Matter*:** Explore and implement staff and team capacity building to support a team approach within a multi-tiered system of support.

➤ **Key area of focus:** Beginning – Facilitate system and school-based Multi-Tiered Systems of Support (MTSS) within a multidisciplinary teams framework.

➤ **Key Indicators:**

- Affinity groups articulation of Tiers of Service
- Multidisciplinary approach to new Intensive Support Team
- Secondary school team exploration of tiers of support
- Intentional multi-disciplinary work at Ed Services – building a foundation
- SST and future IST learning
- Foundational to the restructuring is embedding MTSS in every school as a focus moving into next year
- Framing and development of new roles and teams

Chair McGregor called upon SEAC Members for questions regarding the 2023-2024 Monitoring Document.

7. CORRESPONDENCE

None at this time.

8. ASSOCIATION UPDATES

8.1 Haley Clark, Autism Ontario – Autism Ontario June 2024 Updates. Provided for information.

8.2 Linda Clouthier, Easter Seals – Easter Seals Family Funday Regatta on Saturday, July 27, 2024. Funds raised will help families of children with physical disabilities living in Eastern Ontario to purchase equipment for mobility and daily living and send their kids to Camp Merrywood. Email and poster sent to SEAC via email on June 10, 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:

Inspiring Possibilities Celebration

Community Living Kingston and District has selected Special Education Coordinator, Tiiu Vail, to receive an Inspiring Possibilities Award at their upcoming celebration on June 24, 2024. Tiiu is being recognized for her collaborative efforts on promoting inclusion and advocating for the rights and opportunities of individuals with intellectual disabilities. They also recognize her positive, dedicated, and creative approach in supporting all students in getting the most out of their school experience, and the team at Educational Services could not agree more and offer her our sincerest congratulations on this prestigious recognition.

Service Deliver Allocations

As a result of the Special Education restructuring, we are pleased to announce that all schools have received their allocations of Student Support Teachers (SST), Intensive Support Teachers (IST) and Educational Assistants (EA) for the 2024-2025 school year. An additional 28 IST teachers were distributed to 25 elementary schools, an additional 14.95 SST time was distributed among the elementary sites, and 17 EAs were added to the school allocations. Furthermore, an additional 3.0 Student Support Counselors (SSC) were added to school groupings, and we also hired an additional Special Education Coordinator to assist with Mental Health and Well-being and to support a family of schools. Specific allocations will be discussed in my verbal report to SEAC later this evening.

Intensive Support Teacher Training

Newly hired Intensive Support Teachers will have a day of training on June 19, 2024, in order to begin preparations for this new position. IST teachers will also have access to Behaviour Management Systems (BMS) training opportunities prior to the school year beginning.

9.2 Student Support Teacher (SST) and Intensive Support Teacher (IST) Allocations
Presentation – Superintendent Gillam shared a presentation explaining Special Education Supports.

Special Education Supports

- 28 ISTs at 25 sites
- Increase of 14.95 SSTs
- 3.0 SSCs – 17 schools impacted
- 17 EAs

Successful Accessibility Week

- Resources
- Red Shirt Day
- LESSA Track
- Inclusive Play Project Fun Fair

Chair McGregor called on SEAC Members for questions.

10. NEXT MEETING DATE

Wednesday, September 11, 2024

11. ADJOURNMENT

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

The meeting was adjourned at 6:34 pm.

Le 21 juin 2024

L'Honorable Todd Smith,
Ministère de l'Éducation

Les budgets consacrés à l'éducation spécialisée dans de nombreux conseils scolaires de la province sont dépassés année après année, et pourtant, les besoins des élèves ne sont pas toujours pleinement satisfaits.

De nombreux élèves ayant des besoins particuliers ne peuvent pas accéder à un autobus scolaire de la même manière que la plupart des enfants. Depuis quelques années, on remarque une augmentation du nombre de demandes pour du transport spécialisé. Cela pourrait être dû à des problèmes d'autorégulation, à de l'anxiété, à des handicaps physiques, etc. Le transport spécialisé peut être assuré par un autobus adapté, un taxi, une fourgonnette ou avec l'accompagnement d'un moniteur. Cette mesure vise à garantir l'équité. Ces élèves méritent le même accès au transport que les élèves qui peuvent prendre un autobus scolaire régulier.

Pour les conseils scolaires ayant une zone géographique étendue et des composantes rurales, comme le nôtre, ces autobus spécialisés, ces taxis ou ces moniteurs sont indisponibles créant alors, de grands défis pour ces élèves et leurs familles.

Par exemple, si un changement au transport survient au courant de l'année scolaire, il n'y a pas de financement pour l'ajout d'une demande de taxi pour un élève qui a des problèmes aigus de comportement ou de santé mentale. De plus, les moniteurs d'autobus ne sont pas financés spécifiquement; les frais associés à un tel appui sont financés du Fonds pour l'éducation de l'enfance en difficulté et non du transport, réduisant alors le montant pour les programmes et autres services destinés à l'éducation de l'enfance en difficulté.

Le comité consultatif catholique sur l'éducation spécialisée du CSC Nouvelon encourage le ministère de l'Éducation à permettre un financement plus flexible de transport pour prendre en considération les besoins des élèves qui arrivent pendant l'année (ou qui ont de nouveaux besoins). Les fonds pour les priorités locales sont utilisés pleinement à diverses fins et ne peuvent absorber les dépenses supplémentaires requises pour les enfants ayant des besoins particuliers.

Veuillez agréer l'expression de mes sentiments les plus distingués.


André Crépeau, Président du CCED

Meeting Highlights
Minister's Advisory Council on Special Education (MACSE)
February 27, 2024

Welcome and Opening Remarks – Peggy Blair

The Chair welcomed the members and reminded them of their obligations regarding confidentiality and conflict of interest. All items distributed in members' packages are confidential unless otherwise stated and are not to be shared.

The Honourable Stephen Lecce, Minister of Education

The Minister expressed his appreciation for the Council's advice as it continues to inform the work of the ministry. He noted the following recent announcements:

- New Kindergarten curriculum beginning in 2025-2026;
- New Ontario Curriculum Review and Revision Guide; and
- Black History Month

The Minister asked the Council to consider the opportunities and considerations for using artificial intelligence technology to support students with special education needs.

Field Services Branch – Andrew Locker (Acting Director), Maureen Shave (Manager - Central Region), Stephen Simard (Manager – NE Region), Catherine McCready (Education Officer), Michele Reaume (Education Officer)

A brief overview of the Field Services Branch was presented, including the role of the five regional offices, the French Second Language Policy and Implementation Unit, and the Private Schools & International Education Unit

Members' comments:

- Members appreciated the overview and requested contact information details for the regional offices to refer parents who require assistance from the ministry.

DD Pilot – Student Transitions – Project SEARCH - Alexis Stefanovich-Thomson, Education Officer, Special Education/Success for All Branch, Carolyn Mcdougall, Ontario Coordinator, Project SEARCH and Molly Michaels, Project SEARCH Headquarters

For the past three years, the ministry has supported selected school boards exploration of the [Project SEARCH](#) model, a school-to-work transitioning program for students with developmental disabilities. An overview of the project and highlights of the school boards who participated in the program was provided.

Members' comments:

- Appreciation was expressed for the Project SEARCH pilot. Members requested additional information to share with their constituencies and local school boards.

Student Achievement Plan - Maria Baginska (Manager) and Devraj Ray (Senior Policy Advisor), Education Equity and Governance Secretariat

The team provided an update on refinements to the Student Achievement Plan, an accountability strategy to drive and assess progress on improving student outcomes and experiences in the education sector.

Members' comments:

- Members welcomed the presentation and noted that EQAO assessments are only one component of the plan. School boards should also provide an opportunity for students, parents and the community to engage in the process.

Update to the Provincial Model for a Local Police/School Board Protocol – Safe and Healthy School Branch - Patrick Byam (Director), Danielle Maheu (Manager), Karl Reimer (Senior Policy Advisor), Matthew Mondell (Policy & Program Analyst)

The ministry is conducting a review of the Provincial Model for a Local Police/School Board Protocol, 2015. The team is meeting with partners/stakeholders in both education and policing sectors to seek input about potential revision to the model.

Members' comments:

- Members noted that parents of students with special education needs are asking for presentations from their local police.
- Members were invited to provide written comments through the MACSE Secretary.

Community Collaboration

Members discussed the community collaboration submissions from their constituencies.

Closing Remarks – Peggy Blair and David Moore

Peggy extended thanks to ministry staff who continue to support MACSE's work and the preparation for meetings.

The next meeting of MACSE is scheduled for June 2024.

Autism Ontario Updates

September 2024

Please Provide to your SEAC

School Collection

Back to school is here! To help you and your family, we have compiled a list of resources to help make the school year successful. Stay tuned, as we will be updating this page all September long.

This collection of resources aims to support caregivers in transitioning their child back to school by building routines for success, supporting positive communication with their child's school team and providing information on Special Education. See below for information and strategies for parents and caregivers of children at all stages in their school journey.

<https://www.autismontario.com/news/school-collection>

- **Video: Tips for Collaborating with the School**

As a parent of an autistic student, are you seeking effective strategies to enhance your collaboration with the school team? If so, this video is for you! Learn four essential tips to help you improve your communication and collaboration with your school. Whether you're a parent, guardian, or student, these practical strategies will empower you to build stronger relationships and work more effectively with your school community.

<https://youtu.be/zKBvnApFqtE>

- **Workbook: Ready Set Learn! Pathways to School Readiness**

Getting ready for school or working on school-readiness skills can feel overwhelming and stressful. There are different areas of development and skills that increase your child's likelihood of success at school. This workbook outlines play-based activities to support these skills at home.

<https://files.elfsightcdn.com/eafe4a4d-3436-495d-b748-5bdce62d911d/3604ea98-3c95-43fb-a794-130f1450d64f/Ready-Set-Learn-Playful-Pathways-to-School-Readiness.pdf>

Webinar: Aligning Communication IEP Goals for Academic Success

Do you have questions about setting meaningful goals to increase your non-speaking child's participation in school? If your child is non-speaking, this webinar will talk about how to use the IEP (Individual Education Plan) to increase your child's participation at school. *This webinar will be available on-demand after the presentation date.*

Date: Thursday, September 26th, 2024

Time: 12:00 pm to 1:00 pm

Register: <https://bit.ly/3M6LxQh>

Autism Ontario Newsletters

Sign up to stay updated: <https://www.autismontario.com/newsletter>

Autisme Ontario

Septembre 2024

Collection de ressources scolaires

C'est la saison de la rentrée scolaire, et pour vous faciliter les choses, à vous et à votre famille, nous avons dressé une liste de ressources qui vous placeront sur le chemin de la réussite scolaire. Demeurez à l'écoute, puisque cette page sera mise à jour tout au long du mois de septembre.

Cette collection de ressources destinée aux aidant.e.s a pour but de faciliter la transition scolaire en établissant des routines de réussite, en favorisant une communication positive avec l'équipe-école de l'enfant et en fournissant de l'information sur l'éducation spécialisée. Vous trouverez ci-dessous de l'information et des stratégies dont pourront s'inspirer les parents et les aidant.e.s à toutes les étapes du cheminement scolaire de leur enfant.

<https://www.autismontario.com/fr/nouvelles/le-retour-lecole-aidez-votre-enfant-se-preparer-pour-la-rentree-scolaire>

Ateliers/Workshops

- Le club sans sommeil - Un atelier interactif sur le sommeil – le 11 septembre de 19h00-20h00. <https://www.autismontario.com/fr/civCRM/event/info?id=9742>
- Séance de paperasserie » - Aider les aidant.e.s à remplir les demandes liées au Programme des services particuliers à domicile (SPD), au Crédit d'impôt pour personnes handicapées (CIPH) et à la Subvention des Timbres de Pâques – le 26 septembre de midi -13h00. <https://www.autismontario.com/fr/civCRM/event/info?id=9769>

Webinaires/Webinars

- Webinaire - en direct - Autisme Ontario présente : Exploration de l'autisme – le 23 septembre de 19h00-20h00. <https://www.autismontario.com/fr/civCRM/event/info?id=9766>

- Webinaire - en direct-: Planification des services d'ACA et d'orthophonie pour l'adolescence et l'âge adulte – le 25 septembre de 19h00-20h00.
<https://www.autismontario.com/fr/civicrm/event/info?id=9994>

Octobre 2024

Ateliers/Workshops

- Faire face à un nouveau diagnostic - Atelier pour les parents d'enfants autistes de moins de 5 ans - le 7 octobre de midi-13h00.
<https://www.autismontario.com/fr/civicrm/event/info?id=10082>
- Séance de paperasserie » - Aider les aidant.e.s à remplir une demande liée au Programme d'aide à l'égard d'enfants qui ont un handicap grave (AEHG) – le 15 octobre de 19h00-20h00. <https://www.autismontario.com/fr/civicrm/event/info?id=10067>
- Comment soumettre vos dépenses POSA – le 15 octobre de 19h00-20h00.
<https://www.autismontario.com/fr/civicrm/event/info?id=10071>

Webinaires/Webinars

- Webinaire - en direct - Autisme Ontario présente : Exploration de l'autisme – le 22 octobre de midi -13h00. <https://www.autismontario.com/fr/civicrm/event/info?id=10039>

Groupes de soutiens animés/ Support groups facilitated

- Parents spectr-aculaires – le 3 octobre de 19h00-21h00.
<https://www.autismontario.com/fr/civicrm/event/info?id=10065>
- Cheminement vers l'âge adulte – le 28 octobre de 18h30-20h30.
<https://www.autismontario.com/fr/civicrm/event/info?id=10072>

ADMINISTRATIVE REPORT: SUPERINTENDENT'S REPORT

SPECIAL EDUCATION ADVISORY COMMITTEE

09/11/2024

A. Ministry Updates:

PPM 128

- Enforcement of School Board Codes of Conduct and Related Policies
- Enforcement Relating to Alcohol, Tobacco, E-cigarettes, Recreational Cannabis and Related Products, and Illegal Drugs
 - Enforcement mechanisms that align with PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour
 - Parent/caregiver notification and surrender of items to educator or administrator
 - Policy on dealing with surrendered items
- School Board Policy on Enforcement of Restrictions to Student Personal Mobile Device Use
- Elementary and Secondary Provincial Report Cards
- Restricting Access to Social Media on School Networks

B. Educational Services Update:

Pathways, Possibilities & Partnerships Grant- \$26,000

Members of Educational Services Leadership Team applied for funding through the *Removing Barriers for Students with Disabilities* application process under the Ministry of Education. The project proposal “Pathways, Possibilities & Partnerships” was successful and will be receiving \$26,000. This proposal is aimed at identifying and addressing systemic and institutional barriers that exist for students with developmental disabilities to access pathways to post-secondary education and the world of work. The Transition Coordinator will work with community agencies (Community Living, Kingston Health Sciences Centre), employment partners, and St. Lawrence College to enable full participation of students in co-op opportunities, dual credit courses, and college prep courses. Students will be enrolled in a 15-week (1 session per week) college course

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that will prepare them for work opportunities and a post secondary experience. **Students will** then have an opportunity to do an initial 10-week (1 day per week) co-op placement at hospital/health care setting where they will apply learned skills and develop further employment competencies. Funding will be used to support transportation costs for students, tuition at St. Lawrence, and some release time for staff if support is required.

Summer Institute

Intentional Planning and Design of an Inclusive Classroom – Exploration of a variety of sensory items, regulation tools and executive function strategies that can be incorporated into daily instruction without needing to leave the classroom – Matt Aylsworth.

Fetal Alcohol Spectrum Disorder (FASD)-Informed Schools – Exploration of guiding principles to help build strong connections with students with FASD as well as tools, strategies, and resources to support students both academically and emotionally – Tiiu Vail and Matt Aylsworth.

Grief and Bereavement Related to Death and Dying in the Classroom – The focus was on enhancing death and dying literacy and how these can impact students in the classroom. It covered the developmental conceptualization of death, how children and youth can experience grief and bereavement differently than adults, the impact on social, emotional, behavioural and academic functioning, and signs and symptoms that might suggest traumatic grief or additional support needed – Gillian Gunn, Social Worker.

Book Creator – How to use Book Creator in classrooms – Jessi Lalonde and Dawn Cameron, District Behavioural Intervention Assistant.

Supporting Emotional Regulation for All – Focus on emotional regulation and strategies for emotional validation – Laura Conboy and Melissa West.

Executive Functioning in the Classroom – Participants learned about executive function strategies and how they appear in tasks we ask students to perform every day. Helpful conversations and strategies were modeled, and all candidates were provided with ways to teach executive function strategies and to lead a 5-minute daily pedagogy to support executive function development – Laurie Faith, Jess Lalonde & Melissa West.

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Specialized Equipment Allocation (SEA) Changes

Recent changes have been made to SEA funding, and the Ministry responded by sharing a Q and A document with boards just prior to the school year beginning. Key changes are as follows:

- Starting in 2024-25, school boards can use unspent SEA funds from previous years on other special education programs and services. Under the 2024-25 Core Education Funding regulation and the Specialized Equipment Allocation 2024-25 Directives, school boards will not lose their SEA Per-Pupil Amount (PPA) deferred revenue. All past deferred revenue from the SEA PPA is being diverted into the larger Special Education Fund deferred revenue pot (beginning in 2024-25) and school boards may spend these funds on anything within the parameters outlined in the Core Education Funding Regulation, under the *Education Act*. This means SEA PPA deferred revenue can still be used to support specialized equipment purchases for students with special education needs.
- Fixed/Capital Items remain ineligible. As noted in the Eligibility Criteria section of the 2024-25 SEA Directives, under the “capital expenditures” subheading, for expenses that are not eligible, SEA funding is intended to help cover the costs of portable equipment to be utilized by student with special education needs. The 2024-25 Directives clearly state that fixed and/or hard-wired equipment are considered capital expenditures and are therefore ineligible for SEA funding. In addition, building modifications such as elevators, stair climbers, and physical accessibility modifications or features that are built into classrooms, such as sound systems or noise reducing surface treatments, are not eligible for SEA funding.

Attendance Matters Campaign

One of the key indicators in the LDSB Student Achievement Plan, as directed by the Ministry, is a target of a 90% attendance rate for students in Grades 1-8. Attendance at school has been steadily increasing since the end of the pandemic, but as a system, we are still experiencing more absenteeism than the Ministry goal. As a result, one of the responses and supports to this goal moving forward is an Attendance Improvement Campaign that was initiated on the September 3, 2024, PA Day and will be a continued school-based focus for the remainder of the year. There will also be significant communications aimed at parents/caregivers and the public explaining the importance of regular attendance.

SOAR

The Education and Community Classroom Partnership (ECCP) SOAR program has moved from Winston Churchill Public School to Rideau Heights Public School.

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