

AGENDA - REGULAR BOARD MEETING

Wednesday, June 19, 2024 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBBoardMTGJun19>

PUBLIC MEETING – 6:00 PM

Opening By Traditional Mohawk Knowledge Keepers from Tyendinaga, Crystal Loft and Mandy Smart.

1. **CALL TO ORDER**
2. **ADOPTION OF AGENDA**
3. **DECLARATION OF CONFLICT OF INTEREST**
4. **PRESENTATIONS**
 - 4.1 Limestone District School Board Staff Awards: Barry C. O'Connor Excellence in Education Awards, and J.C. McLeod Excellence in Teaching Awards
 - 4.2 Recognition of Outgoing Student Trustees
5. **APPROVAL OF MINUTES**
 - 5.1 Regular Board Meeting – May 15, 2024 (Pages 4-15)
 - 5.2 Budget Committee Meeting – May 22, 2024 (Pages 16-20)
 - 5.3 Education, Policy & Operations Committee Meeting – June 5, 2024 (Pages 21-25)
 - 5.4 Budget Committee Meeting – June 5, 2024 (Pages 26-29)
6. **REPORTS FROM OFFICERS**
 - 6.1 **Chair's Report**
 - 6.2 **Director's Report**

7. REPORTS**7.1 OPSBA Report – Trustee McGregor****7.2 Student Trustees’ Report****7.3 Reports For Action****7.4 Reports for Information****7.4.1 Operational Plan: Indigenous Education Update – Superintendent Gillam (Pages 30-33)****7.4.2 Operational Plan: French as a Second Language – Associate Superintendent Hedderson (Pages 34-40)****7.4.3 Math Achievement Action Plan Update – Associate Superintendent Hedderson - (Pages 41-44)****8. UNFINISHED BUSINESS****9. NEW BUSINESS****10. CORRESPONDENCE****11. NOTICES OF MOTION****12. ANNOUNCEMENTS****13. COMMITTEE MINUTES FOR INFORMATION****13.1** Special Education Advisory Committee Minutes – April 17, 2024 (Pages 45-49)**13.2** Indigenous Education Committee Meeting Minutes – March 19, 2024 (Pages 50-54)**13.3** Special Education Advisory Committee Minutes – May 13, 2024 (Pages 55-59)**14. FUTURE BOARD MEETING SCHEDULE**

August 21, 2024

15. RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION**PRIVATE SESSION – Following adjournment of the Board Meeting**

*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.

- 16. DECLARATION OF CONFLICT OF INTEREST**
- 17. ACTION ITEMS**
 - 17.1** Regular Board Meeting Minutes (private) – May 15, 2024
 - 17.2** Education, Policy & Operations Minutes (private) – June 5, 2024
- 18. FOR INFORMATIONSAFE SCHOOLS UPDATE**
 - 18.1** PROPERTY UPDATE
 - 18.2** LABOUR UPDATE
 - 18.3** LEGAL MATTER
 - 18.4** PERSONNEL UPDATE
 - 18.5** OPSBA UPDATE
- 19. REPORT TO PUBLIC SESSION**
- 20. ADJOURNMENT**

REGULAR BOARD MEETING MINUTES – MAY 15, 2024

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott (regrets) B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle K. McGregor J. Morning J. Neill (regrets) S. Ruttan E. Eckloff (Student Trustee) A.J. O’Keefe (Student Trustee) A. Wang (Student Trustee)	K. Burra, Director of Education M. Christopher, IT Programmer A. Grange, Communications Consultant M. Crothers, Communications Consultant S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. Sartor, Associate Superintendent of Education T. McKenna, Associate Superintendent of Human Resources J. Silver, Superintendent of Education
Guests:	Recorder:
2024 Student Achiever Award Winners	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Vice Chair Godkin welcomed everyone to the Regular Board Meeting in place of Chair Hutcheon who arrived after the Student Achiever Ceremony. He called the roll.

He began by calling upon Trustee McGregor to give 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 land”

7. ADOPTION OF AGENDA

Vice Chair Godkin noted an amendment to timing and a correction to the agenda.

- Private Session will be held after the completion of the agenda and will report out to Public Session before the evening adjourns.
- Education Policy and Operations Committee minutes were omitted from the agenda package however were distributed to Trustees under separate cover for Trustee's review. As a result, they will be included for approval under agenda item 11.

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

8. DECLARATION OF CONFLICT OF INTEREST

Vice Chair Godkin 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

9.1 Limestone District School Board Student Achiever Awards

Vice Chair Godkin invited Awards Committee member Trustee Ruttan to introduce the awards. Trustee Ruttan stated that The Limestone Student Achievers Award recognizes outstanding achievements of secondary students whose exceptional accomplishments merit recognition beyond the separate categories of awards at the school level. On behalf of the Trustee Awards Committee: Trustees Morning, Elliott and myself, we would like to thank Associate Superintendent Gollogly, Trustee Liaison Mitton, and Limestone's secondary schools, for your support with the nominations of student achievers.

Tonight, we recognize 10 exemplary graduating secondary students for their contributions to the strategic priorities of wellness, innovation, and collaboration in supporting others during the 2023-2024 school year. Recipients have demonstrated exemplary achievement in all three categories of

- (1) leadership;
- (2) positive attitude, energy, and school spirit; and
- (3) academic standing.

Students are nominated by their schools and then selected by the awards committee of the Board. On behalf of the Awards Committee and all Trustees, congratulations to this year's Student Achievers. These awards are always a highlight of the Board Meeting calendar for both

Trustees and staff.

Trustee Ruttan invited the following Administrators to read the citation for their student achiever:

Principal Anne Marie McDonald, Bayridge Secondary School – Alex Zhou
Principal Shannon Tyner, Ernestown Secondary School – Rheanna Watson
Principal Carrie Moore, Granite Ridge Education Centre – Jude Normile
Principal Darren Seymour, Kingston Secondary School – Ailsa Kerr
Principal Jen Grasse, La Salle Intermediate and Secondary School – Cole Brunet
Principal Margaret Connelly, Loyalist Collegiate & Vocational Institute – Naomi Xu
Principal Paul MacDonald, Napanee District Secondary School – Ella Rickard
Principal Kate Myers, North Addington Education Centre – Alexis Wagner
Principal Molly Slate, Sydenham High School – Silka Olvet
Principal James Bonham-Carter, Frontenac Secondary School – Hannah Upshall

Trustee Ruttan once again congratulated the Student Achievers Award winners and Vice Chair Godkin called for a short recess.

10. PRIVATE SESSION REPORT – *Reported out to Public Session at the end of the Regular Board Meeting.*

11. APPROVAL OF MINUTES

11.1 Regular Board Meeting – April 24, 2024

11.2 Education, Policy, and Operations Committee Meeting – May 1, 2024

11.3 Audit Committee Meeting – May 6, 2024

MOTION MOVED BY Trustee McGregor and seconded by Trustee Brown that the minutes, as presented, be approved. Carried.

12. REPORTS FROM OFFICERS

12.1 Chair's Update

Chair Hutcheon shared her report: " May is a very busy month for students and staff alike across our district. It is so great to see the number of students and staff participating in school extracurricular activities and opportunities happening across Limestone.

The first week of May is Mental Health Week. On behalf of Trustees, I would like to thank and extend appreciation to Laura Conboy and the Educational Services Well-Being team for the number of school resources they provided throughout the week, as well as an opportunity for schools to participate in a district-wide art project to express how compassion connects us all. Learning opportunities like these along with best practices help to strengthen supports for our students, staff, and school communities.

National Accessibility Week is coming up at the end of the month. Students and staff across Limestone will support Red Shirt Day on Wednesday, May 29, 2024. The upcoming week also allows us to draw attention to the local Inclusive Play Project (IPP). This group is raising awareness and funds to support the development of a fully inclusive playground in the Kingston area. Many schools are participating in a school challenge to bring awareness to the need to have a fully inclusive playground for students and caregivers who could benefit from it. As well as an opportunity to reflect on Limestone's efforts to become a better, more accessible, and more inclusive school board.

On a solemn note, last week, our Granite Ridge Education Centre school community in Sharbot Lake experienced a profound loss following a tragic car accident. The shockwaves of this loss reverberate throughout our educational community, leaving us grappling with grief and profound sadness.

Alex Cryer was an integral part of the Granite Ridge Education Centre and surrounding community. His absence leaves an indelible void in our classrooms, hallways, and school community. As we mourn, we must also recognize the broader impact on the entire surrounding community of Sharbot Lake. Across Limestone, we must rally together, offering solace, empathy, and understanding to those affected.

In the days ahead, let us honour Alex's memory by strengthening our bonds. We must create spaces for open dialogue, encourage kindness, and ensure that no one walks this path of grief alone. Together, we can navigate this difficult journey and emerge stronger, united in compassion.

And that concludes my report

12.2 Director's Update

Director Burra stated "Good evening Trustees and the viewing public.

It is hard to believe that it is already the middle of May and only six weeks remain in the 2023-

2024 school year. As everyone knows, this is a very busy season in schools across the board. The annual science fair and heritage fair occurred in recent weeks. A full range of secondary athletics' seasons are underway and now all elementary schools are in the thick of a very hectic track and field season. Thinking back to where we were only three and four years ago, it is wonderful that the wide range of student activities and experiences are alive and well in Limestone. We know these types of activities and experiences are critical for student well-being and engagement.

As Trustees know, it is also a busy season for us as we prepare budgets for the 2024-2025 school year, and there are several upcoming budget meetings as part of our annual budget process. I think it is fair to say we do have some concerns based on our analysis of the budget and implications for Limestone. As Trustees know, transportation funding and special education funding have been two areas of concern in recent years, and both areas will continue to be pressure points moving into the next school year. I would also add another increasing pressure exists with unfunded statutory benefits. While we have seen salary increases for most labour groups through more recent negotiations and the Bill 124 remedy, funding has changed with regard to CPP and EI benefit increases. This places an additional budgetary strain that will only increase if it is left unaddressed.

As Trustees are also aware, based on the OPSBA budget analysis, while there has been an increase in overall total dollars in education, there has been a decline when you take into account inflation. A good example to illustrate this point is that the CPI was 3.9% for 2023, the increases to funding to cover facility operation increases has not kept pace. Consequently, we will continue to feel a strain and tightening of our financial resources and flexibility to make any local, funding decisions.

Tonight's award celebration of the Limestone Student Achievers is yet another reminder of the important work we do to support the education of local children and youth, and placing focus on the students we serve. The 10 students we honoured this evening are exceptional young people that we can expect to see phenomenal things from in the next chapters of their lives. While it is wonderful that we annually honour the Limestone Student Achievers in May, we also will be honouring almost 2,000 Grade 12 graduates at the end of June. Before those end-of-year graduations, we will have an opportunity at the June 5 Education, Policy, and Operations Committee meeting to celebrate and honour the Skills Ontario Competition winners. As a short preview, Limestone had 38 secondary students representing eight schools compete in the provincial championships last week. In addition, we had 16 elementary students representing

Limestone District School Board

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

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four schools also attend. As usual, Limestone students received some hardware: a gold and bronze in auto paint and a gold in outdoor powered equipment. And a team of Grades 7/8 students from Southview won a bronze for construction. Also of note, two former LDSB grads who took part in the post-secondary competition came away with a silver in forestry and a gold in auto collision repair.

I would also like to highlight that early in May, over 150 Limestone students and staff took part in the One Earth, One Chance ECO-Conference at Bayridge SS. Over 25 workshops were offered and the event had Limestone's own Dan Hendry and former LDSB employee Cedric Pepelea as the keynote speakers.

While writing my monthly director's reports for this meeting, like all others, I am reminded of the many, many fantastic things happening in schools to help support Limestone students. This does not mean things are always perfect, but taking a step back and seeing what is occurring in schools every day for the benefit of students is an important perspective to maintain when we see challenges.

Speaking of challenges, just as the chair commented, I do have to mention the tragedy that struck the GREC school community and the greater Sharbot Lake area late last week. It is tragedies like this that put everything in perspective and force us to value the simple things that we frequently take for granted in our busy lives. I think I speak for all of us in saying our thoughts are with the impacted families and the wider community during this difficult time.

In closing, I would like to highlight a few upcoming events: LDSB will again be participating in the Greater Napanee Pride Parade June 1, and the Kingston Pride Parade on June 15. We are encouraging LDSB families, students, and staff to walk with us again. We need to continue our journey to have everyone see themselves in Limestone. We still have much work ahead of us, but events like this are important steps on that path. And finally, Trustees should have received an e-mail earlier today with graduation dates and times in the last few school days of June for planning purposes.

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

13. REPORTS

13.1 OPSBA Report – Trustee McGregor

Trustee McGregor provided her update:

- Ontario Not For Profit Corporations Act (ONCA) has looked at OPSBA's General By-Laws

with relation to compliance and found there were a couple of changes required to be in compliance. Moving forward, only Directors will have voting rights and the alternate representatives will not. This is in relation to financial liability and only the Directors will be responsible for financial decisions. This could have impact on changing the dates of elections to the spring of each year so that the new Director will be available for the AGM. This means Boards will still elect a Director Delegate & Alternate but only the Director will have voting rights.

- Wednesday May 22, 2024 at 12:30 pm is an information session on Education Workers collective agreement ahead of the June 5 vote.

13.2 Student Trustees' Report

Student Trustee Wang read her report: "In our May interschool council meeting, most schools were present to share insight on their updates and past achievements of respective student councils. Trustee Eckloff and Trustee O'Keefe chaired the meeting to receive updates on schools with their position for the upcoming board-wide spirit week. In order to increase incentive, the trustees will ensure posts to be made and displayed on social media. Each school is organizing varying events. For example, KSS is hosting a BBQ whereas LCVI is running a carnival. The winner with the greatest percentage of school body participation will win a handmade trophy. Additionally, Trustee O'Keefe organized a brainstorm session to formulate a calendar to familiarize future incoming student council members with ideas of past spirit day ideas and dance themes. Trustee Eckloff finalized the meeting by leading a discussion of strengths and weaknesses of interschool council and what incomings should know to succeed in their positions. Additionally, many schools pointed out an area of focus for next year, which is the allyship responsibility of inter-council representatives and support at events in various schools"

Chair Hutcheon thanked Student Trustee Wang for her report.

13.3 Reports for Action – None at this time.

13.4 Reports for Information

13.4.1 Operational Plans: Student Success

Superintendent Silver introduced her report on the Student Success Operational Plan. She Noted that report includes information from the beginning of the Student Success initiative which began in 2003. She reviewed the three strategic plan goals of focus for her presentation:

- Improve graduation rates and preparedness for future success for all groups of students
- 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.

Superintendent Silver shared some examples of how students are supported across different tiers as well as some examples to support the overall grad rate and preparedness. One of the initiatives is to continue building awareness of Expanded Opportunities programs that exist to support student pathways of choice. By using Ministry funding, opportunities have been created to deepen these connections to pathways and support learning for Guidance, Lead Success Teachers and Coop Teachers. These opportunities also extend to Administrator professional learning development as well.

Superintendent Silver concluded her report by sharing data and graduation rate of students in the Expanded Opportunities programs.

Chair Hutcheon thanked Superintendent Silver and called upon Trustees for questions.

13.4.2 Operational Plans: Early Years Leadership Strategy

Superintendent McDonnell introduced her report and made note that this strategy is a Ministry of Education directive. She explained that this strategy is reviewed and shared with the Ministry of Education on an annual basis and included specific goals, expectations and monitoring associated with it.

Superintendent McDonnell focused her presentation on how improving responsiveness and service to families, staff and community partners is supported through this strategy. She reviewed one of the goals which is broken down in two parts:

1a: Consolidated Municipal Service Managers (CMSMs) and Community Partner Engagement: Building Trusting Relationships

1b: CMSMs and Community Partner Engagement: Supporting Children with Special Needs

Superintendent McDonnell emphasized that this goal is predicated on engagement and collaboration. The intent of this goal and the strategy purpose is to ensure that school boards are working very closely with community partners to action the Ministry goals.

She used the example of connecting and re-engaging with community childcare providers and referenced how these relationships were fractured as a consequence of the pandemic. Through

collaboration with the CMSMs and through the establishment of the Childcare Advisory Committee, these connections are already being reinstated. Supplementary to strengthening relationships, collaboration and understanding, resource creation including the creation of a consent to share information process has assisted in ensuring a seamless day for all children in our programs.

She concluded by sharing a graphic showing statistics on the number of current Limestone childcare locations across the Board and how work will continue to foster these partnerships and collaborations.

Chair Hutcheon thanked Superintendent McDonnell and invited Trustees to ask any questions.

14. UNFINISHED BUSINESS

None at this time.

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

None at this time.

17. NOTICE OF MOTION

None at this time.

18. ANNOUNCEMENTS

None at this time.

19. COMMITTEE MINUTES FOR INFORMATION

19.1 Environmental Sustainability Advisory Committee Meeting – March 5, 2024

20. FUTURE BOARD MEETING SCHEDULE

June 19, 2024

21. RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION

Chair Hutcheon Called for a motion for the Board to move into private session:

MOTION: To move into Private Session.

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

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
J. Brown G. Elliott (regrets) B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle K. McGregor J. Morning J. Neill (regrets) S. Ruttan E. Eckloff (Student Trustee) (regrets) A.J. O’Keefe (Student Trustee) (regrets) A. Wang (Student Trustee) (regrets)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. Sartor, Associate Superintendent of Education T. McKenna, Associate Superintendent of Human Resources J. Silver, Superintendent of Education
Guests:	Recorder:
None at this time.	S. Mitton, Executive Assistant to the Director and Trustee Liaison

22. CALL TO ORDER

Vice-Chair Godkin called the meeting to order.

23. RESOLVE INTO COMMITTEE OF THE WHOLE

MOTION: To move into Private Session.

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

24. 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.

25. ACTION ITEMS

Limestone District School Board

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

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1.1 Regular Board Meeting Minutes (private) – April 24, 2024

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

26. FOR INFORMATION

- 26.1 Safe Schools Update – Associate Superintendent Gollogly provided a safe schools update.
- 26.2 Property Update – None at this time.
- 26.3 Labour Update – Associate Superintendent McKenna provided a Labour update.
- 26.4 Legal Update – None at this time.
- 26.5 Personnel Update – Associate Superintendent McKenna provided a Personnel update.
- 26.6 OPSBA Update – None at this time.

27. 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 Godkin and seconded by Trustee McGregor. Carried.

28. REPORT TO PUBLIC SESSION

Trustee Godkin stated that earlier this evening during Private Session:

- The minutes were approved from the Regular Board Meeting (Private) of April 24, 2024.
- Associate Superintendent Gollogly provided a safe schools update.
- Associate Superintendent McKenna provided a Personnel update and a Labour update which resulted a motion being passed.

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

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

29. ADJOURNMENT

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

The meeting adjourned at 8:00 p.m.

BUDGET COMMITTEE MEETING MINUTES – MAY 22, 2024

PUBLIC MEETING

Roll call:

<p>Trustees:</p> <ul style="list-style-type: none"> R. Hutcheon (Chair) B. Godkin (Vice-Chair) G. Elliott J. Morning J. Brown -regrets K. Maracle-regrets K. McGregor S. Ruttan T. Lloyd J. Neill E. Eckloff (Student Trustee)-regrets A. O’Keefe (Student Trustee)-regrets A. Wange (Student Trustee)-regrets 	<p>Staff:</p> <ul style="list-style-type: none"> K. Burra, Director of Education C. Young, Superintendent of Corporate Services P. Carson, Manager of Financial Services J. Silver, Superintendent of K-12 Curriculum & Program Services
	<p>Recorder: D. Burns, Administrative Assistant</p> <p>Producer: AM. Andretta, Administrative Assistant</p>

1. CALL TO ORDER

Chair Godkin called the meeting to order at 5:30 pm.

Chair Godkin 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 AGENDA

Chair Godkin asked for any additions or objections to the agenda. There were no additions or objections.

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

3. DECLARATION OF CONFLICT OF INTEREST

None.

4. INFORMATION ITEMS

4.1 2024-2025 Changes to the Education Funding Formula

Superintendent Young presented the 2024-2025 Changes to the Education Funding Formula. The Ministry is introducing changes to the funding formula, in hopes of making it simpler to understand. They wanted to enhance transparency and strengthen accountability for the public including parents and families. There will be minimal funding impacts to schools. The current funding model consists of the Grants for Student's Needs ("GSN"). This model provides the operating funding to school boards. There are 18 grants and 77 allocations within the GSN. Priorities and Partnerships Funding ("PPF") is the targeted, time limited supplemental funding for school boards and addresses Ministry priorities. Capital funding provides funding for the construction, purchase, additions, and renovations of schools. Limestone has applied for a new school build. The school condition improvement comes through on an annual basis, and building needs are addressed with that. Temporary accommodation funding is designated for purchase and installation of portables. Land purchases and childcare capital funding are application based and have not been seen for quite some time. The new funding model for 2024/2025 is changing from GSN to Core Education Funding ("Core Ed"). This is meant to provide consistent, ongoing, funding to school boards and funding to maintain schools. Core Ed funding is made up of six funding pillars instead of 18 and 27 allocations as opposed to 77. The former PPF model is now the Responsive Education Programs ("REP") model. The REP provides targeted temporary one-time funding that addresses Ministry priorities and has nine funding themes as opposed to 10. Capital Funding has been renamed to Building, Expanding and Renewing Schools ("BERS") and provides funding for the same items in the former capital funding as well as debt service costs.

Core Ed funding will reflect funding that is permanent from year to year. Two funding amounts were moved out of the Core Ed funding envelope: debt service costs and temporary investment amounts, as neither of these amounts are permanent or ongoing.

The classroom staffing fund is for staffing required in the classroom to support the core education needs of students such as: teachers, ECEs, EAs, ESL staff, FSL staff, Indigenous staffing, and supplemental staffing for literacy, numeracy, and other programs.

The learning resources fund is for non-staffing classroom costs, such as learning materials, classroom equipment, principal, vice principal, office staff within the school, as well as staffing typically required outside of the classroom to support student needs, such as, language supports, and mental health supports.

The special education fund is incremental funding to support students who need specialized programs, services, and/or equipment.

The school facilities fund is for staffing, such as maintenance/custodians, and non-staffing operations, such as heating/lighting and maintenance costs of school facilities, including repairing and renovating schools.

The student transportation fund is for transportation of students between home and school.

The school board administration fund provides for staffing, trustees, and non-staffing administration costs such as operating school board offices, school board-based staff, and expenses.

One big change from the PPF model to the REP model was the loss of De-streaming funding and the staffing that went with it.

There will be an option to compare the expenditures from school board to school board on the Ministry website.

If there is a surplus in the school board administration fund, there will be flexibility to spend that in the facilities and transportation areas, and/or student achievement and wellness. If there is any surplus in the facilities and transportation bundle it can be spent in the student achievement and wellness area. Five percent of the funding in the student achievement and wellness bundle can be used to supplement facilities and transportation. Limestone does not expect a surplus in the facilities and transportation bundle. The Ministry has funded non-staff costs at a 2% increase, which is snow plowing, grass cutting, and utilities. The student transportation fund increased by 3.1% this year. Limestone has seen a 3.8% increase in the contract costs for transportation. There are no anticipated surplus funds to flow into student achievement and wellness. The special education fund is restricted, this money cannot be spent in any other area. Trustees have always spoken strongly on how important special

education is and serving the needs of the most vulnerable in our school system and Limestone always spends over the allocation in special education. The classroom staffing fund and the learning resources fund both can support special education.

Superintendent Young offered to answer questions and discussion ensued. Chair Godkin thanked Superintendent Young for the report.

4.2 2024-2025 Preliminary Operating Budget Revenue

P. Carson presented the 2024-2025 Preliminary Operating Budget Revenue. The preliminary operating revenue is not yet presented on a full Public Sector Accounting Board (PSAB) basis. It excludes School Generated Funds at an estimated amount of \$5M and Charitable Trust donations at an estimated amount of \$150,000. These components as well as the capital revenue estimates will be presented at the June 5 meeting. The 2024-2025 preliminary operating revenue is presented alongside the 2023-2024 revised estimates and 2023-2024 estimates for comparison purposes. The projected enrolment of 20,471 ADE reflects an overall increase of 43 ADE from the 2023-2024 Revised Estimates. Adult education, continuing education, literacy and numeracy, and summer school enrolment is projected at 295 ADE. The 2023-2024 estimates and the 2023-2024 revised estimates operating revenue have been restated from the previous GSN allocations to the new Core Education Funding (Core Ed) operating allocations.

Core Education Funding or Core Ed operating allocations have increased \$17.2M or 6.4% in total.

The Classroom Staffing Fund allocation has increased \$3.7M or 2.7%. The Classroom Staffing Fund Pillar includes the following main allocations: CSF – Per Pupil Allocation, Language Classroom Staffing Allocation, and Indigenous Education Classroom Staffing Allocation.

The Learning Resources Fund has increased \$71,000 or 0.2%. The Learning Resources Fund Pillar includes the following main allocations: LRF – Per Pupil Allocation, Language Supports Allocation, Indigenous Education Supports Allocation, Mental Health and Wellness Allocation, Continuing Education Allocation, and School Management Allocation.

Special Education Fund allocation has increased \$2.9M or 8.4%. The Special Education Fund Pillar includes the following allocations: SEF – Per Pupil Allocation, Differentiated Needs Allocation, Complex Supports Allocation, and Specialized Equipment Allocation.

School Facilities Fund allocation has increased \$400,000 or 1.4%. The School Facilities Fund Pillar includes the following main allocations: School Operations Allocation, and School Renewal Allocation.

Student Transportation Fund allocation has increased \$607,000 or 3.2%. The Student Transportation Fund Pillar includes the following main allocations: Transportation Services Allocation, and School Bus Rider Safety Training Allocation.

The School Board Administration Fund allocation has increased \$320,000 or 4.5%. The School Board Administration Fund Pillar includes the following main allocations: Trustees and Parent Engagement Allocation, Board-Based Staffing Allocation, Central Employer Bargaining Agency Fees Allocation, and Data Management and Audit Allocation.

Bill 124 Remedy Funding increased by \$9.3M. Other Government Grants have decreased \$2.1M or 38.1%. Other Revenues have decreased \$830,000 or 12.8%.

Chair Godkin asked for any questions on the report and discussion ensued.

Chair Godkin thanked Manager Carson for the Report.

5. OTHER BUSINESS

None at this time.

6. NEXT MEETINGS

Chair Godkin noted the upcoming Budget Committee meetings on June 5 and a tentative meeting on June 12, 2024.

7. ADJOURNMENT

MOVED BY: Trustee McGregor that the meeting be adjourned. Carried.

Meeting adjourned at 6:21 pm.

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – JUNE 5, 2024

PUBLIC MEETING

Roll call:

Trustees:	Staff:
<p>J. Brown G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd (regrets) K. Maracle (regrets) K. McGregor J. Morning J. Neill S. Ruttan E. Eckloff (Student Trustee) (regrets) A. O’Keefe (Student Trustee) (regrets) A. Wang (Student Trustee) (regrets)</p>	<p>K. Burra, Director of Education M. Crothers, Communications Consultant A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Education S. Sartor, Associate Superintendent S. Hedderson, Associate Superintendent C. Young, Superintendent of Business Services J. Silver, Superintendent of Education</p>
Guests:	Recorder:
<p>Geoff Petznick, Expanded Opportunities Consultant Melissa Baker-Cox, Secondary Curriculum Consultant Courtney Soucy, OYAP Recruiter Paul Allison, Intermediate STEM Consultant David Brinkman, Secondary Teacher, NDSS Logan Williams, Secondary Teacher, NDSS K. MacQuarrie, Manager of ITS</p>	<p>S. Mitton, Executive Assistant to the Director and Trustee Liaison</p>

Chair Godkin welcomed everyone to the meeting. He 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.”

1. Call to Order

Chair Godkin called the meeting to order and called the roll.

2. Adoption of Agenda

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

3. Declaration of Conflict of Interest

There were no conflicts declared.

4. Presentation – Skills Ontario Competition Winners

Superintendent Silver began with opening remarks acknowledging the challenges, resilience, critical thinking and creativity of the students who participated in the Skills Ontario Competition which took place in May 2024. She noted that the Limestone District School Board is fortunate to have a tremendous number of students who participated and placed at the competition. She thanked the families and staff who played an integral part in supporting students on their journey. The success of these students is not just a reflection of their talent and ability, but a testament to the support they have received from Limestone Staff, administrators, and the wider community. It is important to highlight student success across all pathways including university, college, apprenticeship, workplace, and community.

The Specialist High Skills Major (SHSM) team of Geoff Petznick, Melissa Baker-Cox, Courtney Soucy, and Paul Allison assisted in presenting the awards alongside teaching staff:

Southview Public School – Construction (Grade 7-8), 3rd Place Team:

AJ Farley

Aiden Lollar

Bauer Desveaux

Keegan Gardiner

Napanee District Secondary School:

Alisha Haaksman – Auto Paint, 1st Place

Joe Yeomans – Auto Paint, 3rd Place

Jeremy Gardiner – Outdoor Power Equipment, 1st Place

The SHSM team welcomed back two former Limestone DSB Post-Secondary students who also placed at the competition to share their journey after graduation:

Liam Alford - Auto Collision, 1st Place & 2nd Place at Skills Canada

Owen Chapman – Arborist, 2nd Place

Chair Godkin expressed congratulations on behalf of all Trustees and called for a short recess.

5. Reports for Information

5.1 Information Technology Services Operational Plan

Associate Superintendent Hedderson introduced his report and welcomed Manager of Information Technology Services (ITS) Kelvin MacQuarrie to the podium. He noted that ITS is connected to almost every goal in the Student Achievement Plan due to the nature of the work ITS provides the system. Associate Superintendent Hedderson reviewed the strategic 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.

Manager MacQuarrie gave insight into how the ITS operational plan was created to ensure that all departmental staff can see their work in support of the Board's goals. He noted that process improvement has been omitted in the plan as it is integrated within the departmental work. Manager MacQuarrie highlighted some examples of the work complete to date:

- Reliable devices – Learning Technology Refresh.
- Centralized Printing Management – Improve Learning Resource Management.
- Capital Improvements – Video Surveillance, VOIP Telephone System Upgrade, PA System Upgrade.
- Employee Expense Application.

Associate Superintendent Hedderson concluded by sharing highlights from the plan as it relates to the goal of improving responsiveness and service to families, staff, and community partners. He focused on some examples of significant projects:

- OnSIS Reporting: Reporting accurate, timely data to OnSIS. This allows for a reduction in critical errors, Ministry compliance and an increase in funding through greater accuracy.
- myLDSB Intranet: The creation of the LDSB Intranet allows for the alignment of resources to employees to support their work. This increases staff engagement and organizes information with quick, easy access.

- Data-based Tools: Provide tools for data-based decision making across the organization. LDSB Dashboards for enrolment, achievement and attendance. Creation of a Strategic Action Plan app tool and coherence in system related to SAP. This tool allows for accessible, accurate data for administrators to review.

Chair Godkin thanked Associate Superintendent Hedderson and Manager MacQuarrie and called upon Trustees for questions.

6. Reports for Action

None at this time.

7. Unfinished Business

None at this time.

8. New Business

None at this time.

9. Correspondence

None at this time.

10. Next Meeting Date

September 4, 2024

11. Resolve into Committee of the Whole Private Session and Adjournment

Motion to move into Private Session was moved by Trustee McGregor. Carried.

The meeting adjourned at 6:43 p.m.

PRIVATE SESSION

12. Information Items

Property Update – Superintendent Young provided a property update.

13. Report to Public Session

At the Regular Board Meeting of June 19, 2024.

13. Adjournment

Moved by Trustee McGregor that the meeting adjourn. Carried.

The meeting adjourned at 6:52 p.m.

BUDGET COMMITTEE MEETING MINUTES – JUNE 5, 2024

PUBLIC MEETING

Roll call:

<p>Trustees:</p> <ul style="list-style-type: none"> R. Hutcheon (Chair) B. Godkin (Vice-Chair) G. Elliott J. Morning J. Brown K. Maracle-regrets K. McGregor S. Ruttan T. Lloyd-regrets J. Neill E. Jackson (Student Trustee)-regrets J. Kolosov (Student Trustee)-regrets A. Wang (Student Trustee)-regrets 	<p>Staff:</p> <ul style="list-style-type: none"> K. Burra, Director of Education C. Young, Superintendent of Corporate Services P. Carson, Manager of Financial Services L. Benjamin, Assistant Manager of Financial Services J. Silver S. Sartor S. Hedderson S. McWilliams A. McDonnell T. McKenna S. Gillam
	<p>Recorder: D. Burns, Administrative Assistant</p> <p>Producer: AM. Andretta, Administrative Assistant</p>

1. CALL TO ORDER

Chair Godkin called the meeting to order at 7:04 pm.

Chair Godkin stated that the Acknowledgement of Territory was recognized earlier in the meeting at the EPOC meeting.

2. ADOPTION OF AGENDA

Chair Godkin asked for any additions or objections to the agenda. There were no additions or objections.

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

3. DECLARATION OF CONFLICT OF INTEREST

None.

4. REPORTS FOR INFORMATION

4.1. 2024-2025 Preliminary Operating Budget Expenditures

Superintendent Young thanked the finance department and Manager Carson for the many hours devoted to preparing the budget reports. Manager Carson presented the 2024-2025 preliminary operating budget expenditures. Manager Carson highlighted the following changes from the 2023-2024 revised estimates to the 2024-2025 estimates:

Classroom Teachers have increased \$7.9M or 5.6%.

Supply Staff has increased \$540,000 or 6.7%.

Educational Assistants have increased \$300,000 or 1.6%.

Early Childhood Educators have increased \$450,000 or 9.1%.

Textbooks and Supplies have increased \$415,000 or 6.0%.

Computers have decreased \$420,000 or 9.4%.

Professionals / Paraprofessionals have increased \$615,000 or 6.3%.

Library and Guidance have increased \$240,000 or 7.3%.

Staff Development has decreased \$325,000 or 21.5%.

Principals and Vice Principals have decreased \$210,000 or 1.8%.

School Office has increased \$435,000 or 6.2%.

Coordinators and Program Teacher Support has increased \$70,000 or 1.5%.

Continuing Education has decreased \$230,000 or 11.6%.

Director and Supervisory Officers have decreased \$33,000 or 3.7%.

Board Administration has increased \$270,000 or 3.7%.

Transportation has increased \$640,000 or 3.1%.

School Operations and Maintenance has increased \$1.1M or 3.6%.

Other Non-Operating Expenses have decreased \$130,000 or 5.9%.

The 2024-2025 preliminary operating expenditures of \$298M exceed the 2023-2024 revised estimates operating expenditures by \$11.6M or 4.1%.

Superintendent Young presented highlights from the appendices on Indigenous Education, Special Education and Mental Health, and Programs Supported by Accumulated Surplus.

Chair Godkin opened the floor for questions and discussion ensued.

4.2. 2024-2025 Preliminary Capital Budget - Revenues and Expenditures

Manager Carson presented the 2024-2025 preliminary capital budget – revenue and expenditures report. The 2024-2025 preliminary capital budget - capital revenues of \$24.5M, are balanced to the capital expenditures of \$24.5M. For 2024-2025, the school renewal allocation is \$4.4M, an increase of \$230,000 or 5.3%, as compared to the 2023-2024 revised estimates amount of \$4.1M. The school condition improvement allocation is \$16.7M, a decrease of \$260,000 or 1.6%, as compared to the 2023-2024 revised estimates amount of \$16.9M. The funding from each source matches the expenses.

Superintendent Young stated that the Ministry funded projects amount totals \$21M, however, that is \$30,000 less than what it was last year. Therefore, Limestone will be doing at least \$30,000 less in maintenance and improvements to school facilities. Capital construction labour costs, material costs and inflationary increases have far exceeded the consumer price index in Ontario and yet Limestone is seeing a \$30,000 reduction. Every January a project plan comes forward to Trustees for approval, the plan will contain actual projects that Limestone has prioritized for completion.

Chair Godkin thanked Superintendent Young and Manager Carson and opened the floor for questions and discussion ensued.

5. ACTION ITEMS

5.1. 2024-2025 Budget and Recommendation for Approval

Manager Carson presented the 2024-2025 budget and recommendation for approval report. The 2024-2025 preliminary operating budget revenue totaling \$298.1M was presented at the May 22, 2024, Committee of the Whole (Budget) meeting. The 2024-2025 preliminary operating budget expenditures totals \$298M. The 2024-2025 preliminary capital budget revenues and expenditures total \$24.5M. The Ministry requires school boards to submit a consolidated Public Sector Accounting Board (“PSAB”) budget. The operating revenue is \$298.1M, and the capital is \$24.5M. There are PSAB adjustments for capital, school generated funds and amortization of employee future benefits. There are similar adjustments to the operating and capital expenses. Amortization of Asset Retirement Obligations (“ARO”) of \$1.7M and after all of these adjustments there is a \$1.7M deficit.

The compliance report excludes some of the PSAB adjustments, the main one being the amortization of ARO of \$1.7M, this leads to a balanced budget.

Superintendent Young discussed the appendices, stating that the surplus deficit for compliance purposes is zero. The revenue for compliance purposes matches the expenses, giving a zero-dollar difference and a balanced budget. Limestone is compliant with the budget as the Ministry requires.

Chair Godkin opened the floor to questions and discussion ensued.

MOTION: That the Board approve the 2024-2025 Budget prepared on a PSAB basis with total revenues of \$322.8M and total expenditures of \$324.6M.

MOVED BY: Trustee Ruttan.

The motion is passed with two dissenting members.

Chair Godkin asked if there were any objections to the motion, there were two objections to the Motion as presented. Carried.

6. OTHER BUSINESS

Discussion ensued regarding drafting a letter to OPSBA in relation to Limestone's top priorities for funding. This will be brought forward as a point of discussion at the next board meeting.

7. NEXT MEETINGS

Chair Godkin noted the tentative meeting on June 12, 2024, would not be required.

8. ADJOURNMENT

MOVED BY: Trustee McGregor that the meeting be adjourned. Carried.

Meeting adjourned at 7:58 pm.



ADMINISTRATIVE REPORT: INDIGENOUS EDUCATION PROGRAM UPDATE OPERATIONAL PLAN

REGULAR BOARD MEETING

June 19, 2024

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

To update Trustees on the Indigenous Education Board Action Plan (BAP), which is Ministry mandated, and how the BAP supports the goals of the LDSB Strategic Plan.

Strategic Plan Goals:

- Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning.
- Improve literacy and 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.

Background

Prior to 2023/24, Indigenous Education was funded by three primary sources: a) First Nations, Métis, and Inuit Studies Courses, b) Grants for Student Needs (GSNs) focused on Indigenous Education, and if applicable, c) Priority/Partnership Funding (PPF).

Historically, the funding received from the First Nations, Métis, and Inuit Studies courses was used to staff Grade 11 English: Understanding Contemporary First Nations, Métis, and Inuit Voices or NBE. Surplus money from this source was enveloped to support Indigenous Education and was added to the BAP funding. The BAP is created by the Indigenous Education team with input from various sources, including the Indigenous Education Committee or IEC. Financial information related to Ministry funding was shared with the IEC in the Fall of 2023 and IEC participated in building the BAP in November of 2023. The IEC has been kept up to date on the BAP and will receive final reports on the initiatives in June of 2024 and financial details in September of 2024.

Trustees will recall that at the May 3, 2023, Education, Policy and Operations Committee meeting, Trustees approved the following motions;

- Changes to Policy 11 (appendix B) incorporating the Indigenous Education Committee as a Standing Committee of the Board,
- Changes to Article VI of the LDSB Procedural Bylaws that incorporate the Indigenous Education Committee as a Standing Committee of the Board.

In November of 2023, expressions of interest were received from Indigenous Community members, organizations supporting Indigenous clients, and Indigenous parents/caregivers. The current iteration of IEC has recently confirmed several protocols related to Indigenous Education as well as their Terms of Reference for the 24/25 school year. The IEC has been a productive and well attended Committee during this past school year. The final meeting of IEC took place on May 28, 2024. There will be a celebratory lunch with local Indigenous community members, knowledge keepers and elders on Tuesday, June 19, 2024.

Current Status

Funding in support of Indigenous Education changed this year. Funds from the GSNs or BAP have been maintained and if applicable, boards have received Responsive Education Program (REP) funding which replaces the previous PPF funding as supported by the Ministry. The funding that historically supported the ability to staff NBE is no longer available. To offset these funding changes, boards were provided a supplemental amount that allowed for LDSB to continue staffing NBE for this current school year.

Along with changes to the funding model, the Ministry also provided boards with direction on how funds allocated to Indigenous Education were to be prioritized on a go forward basis. These priorities are as follows:

- Student achievement and preparing students for the future;
- Indigenous Language Revitalization;
- Land-Based Learning;
- Engagement and collaboration with local Indigenous partners, communities and organizations;
- Improving/Expanding knowledge of all students and educators on Indigenous history, perspectives, contributions and ways of knowing; and

- Culturally responsive well-being supports.

These six (6) priorities were the headings for this year's BAP. Each section in the BAP contains actions/next steps that were supported by the Indigenous Education team across the district to meet our goals in supporting the six priority areas.

Based on the six priorities above, the Indigenous Team has been extremely active this year in providing supports for students/families, providing system supports through professional development opportunities and classroom/school supports, and the continuation of language revitalization as able. Key highlights of this work include:

- Allyship Café;
- Educational Assistant support (Jordan's Principle);
- Mohawk Language Instruction;
- Student Leadership;
- Indigenous Literacy/Numeracy Coach; and
- Multiple Professional Development opportunities.

Funding information for Indigenous Education in 2024/25 was received when Core Funding was shared with Boards. Limestone received just over \$2.2 million to support Indigenous education for the 2024/25 year. The majority of the funds are allocated to the Board Action Plan, with approximately \$200,000 being allocated to the First Nations, Métis and Inuit Studies Component. Limestone also received Responsive Education Program (REP) funding of \$150,000 to support the Indigenous elementary Bridge program running at Katarokwi Learning Centre for this past year and next year. This funding is to support staffing and cultural supports for the program.

Next Steps and Communication Plan

The IEC received an update on the budget and initial plans to support the 24/25 BAP at the May 28 meeting. The draft BAP will be worked on during IEC meetings in the Fall of 2024. IEC also received an update on the increased use of Jordan's Principle throughout Limestone. Several Educational Assistants have been added to support Indigenous students through this funding source.

Recommendations

That this report be received for information purposes.

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

Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: FRENCH AS A SECOND LANGUAGE OPERATIONAL PLAN

REGULAR BOARD MEETING

June 19, 2024

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

To update Trustees on the French as a Second Language Operational Plan, and how the operational plan supports the goals of the Limestone District School Board (LDSB) Strategic Plan.

Supports Strategic Plan 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 graduation rates and preparedness for future success for all groups of students

Background

Since French is one of Canada's two official languages, French is taught in Ontario's English-language school boards.

Students in Ontario's publicly funded English-language schools are required to:

- study French as a second language (FSL) from Grades 4 to 8
- earn at least one credit in FSL in secondary school to obtain the Ontario Secondary School Diploma (OSSD)

Three French as a Second Language program options are offered in the LDSB: Core, Extended and Immersion.

Core French

The Ministry of Education requires that all elementary students in publicly funded English language schools take Core French from Grades 4 to 8 unless they are enrolled in Extended French or French Immersion. These programs must provide a minimum of 600 hours of French instruction by the end of Grade 8.

In the LDSB, Core French starts in Grade 1. At each grade level, 200 minutes of French instruction is provided per week. This leads to an annual total of approximately 124 hours of French instruction per grade and a total of over 997 hours by the end of Grade 8, far exceeding the minimum required amount of 600 hours. When factored in with one mandatory secondary school credit in French (110 hours), typically taken in Grade 9, most Limestone students receive a minimum of 1,107 hours of French instruction before graduation. The additional time learning FSL helps “increase student confidence, proficiency, and achievement in FSL, one of the Ministry of Education goals.”¹

Extended French

The Ministry of Education requirement for the Extended French Program is that it must provide a minimum of 1,260 hours of French by the end of Grade 8. There must be a minimum of 25 per cent of all instruction provided in French which would include the subject of French, and a minimum of one other subject in which the language of instruction is French.²

In the LDSB, Extended French is often referred to as “Late Immersion” and includes 70% instruction in French and 30% in English which provides 1,358 hours of French in Grades 7 and 8, not including all the Core French hours accumulated between Grades 1 to 6.

Extended French is offered at the following elementary schools:

- Module de l’Acadie
- Module Vanier and
- Harrowsmith Public School

¹ Ontario Ministry of Education (2013). A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12, p. 9).

² Ontario Ministry of Education (2013). A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12, p. 39).

To complete the Extended French program at the secondary level, students must obtain a minimum number of seven credits in French: four extended French language courses (one per grade) and three other subjects in which French is the language of instruction.³

Extended French credits are offered at the following secondary schools:

- Frontenac Secondary School
- Kingston Secondary School

French Immersion

The Ministry of Education requires students opting into the Extended French Program to provide a minimum of 3,800 hours of French by the end of Grade 8. At least 50% of all instruction must be in French, which would include French and a minimum of two other subjects in which the language of instruction is French.⁴

In the LDSB, French Immersion has three entry points: JK, SK and Grade 1. Early French Immersion from Kindergarten to Grade 2, 100% of the day is devoted to instruction in French. English language teaching begins in Grade 3 and 80% of instruction is in French in Grades 3 and 4, while Grades 4 to 8 includes 70% instruction in French and 30% in English.

French Immersion is offered at the following elementary schools:

- Amherstview Public School
- École Maple Elementary School
- École Rideau Public School
- James R. Henderson Public School
- Module de l'Acadie
- Module Vanier
- Polson Park Public School
- The Prince Charles School

³ Ontario Ministry of Education (2013). A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12, p. 39).

⁴ Ontario Ministry of Education (2013). A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12, p. 40).

To complete the French Immersion program at the secondary level, students must obtain a minimum number of 10 credits in French: four extended French language courses (one per grade) and six other subjects in which French is the language of instruction.⁵

French Immersion credits are offered at the following secondary schools:

- Frontenac Secondary School
- Kingston Secondary School
- Napanee District Secondary School

The Framework for FSL, Kindergarten to Grade 12 contains an overarching goal of having students in English-language school boards have the confidence to use French effectively in their daily lives with three provincial goals:

- 1) Increase student confidence, proficiency and achievement in FSL
- 2) Increase the percentage of students studying FSL until graduation
- 3) Increase student, educator, parent, and community engagement in FSL

Current Status

Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning:

FSL teachers continue to prioritize and create welcoming, inclusive, French-rich learning environments across all FSL program types to ensure students feel safe and develop a sense of belonging. This is an important first consideration so students can develop confidence over time to learn to speak in French without fear of making mistakes.

With an emphasis on developing the ability to communicate orally in conversations in French, students require lots of practice communicating with their peers in a variety of different situations. Steps have been taken to introduce more authentic learning tasks in FSL classrooms in collaboration with the Expanded Opportunities team and, more recently, in collaboration with the STEM team. These different hands-on learning experiences emphasize teamwork and therefore, increased

⁵ Ontario Ministry of Education (2013). A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12, p. 40).

communication. Students learn various new vocabulary and other skills simultaneously and have found the different activities, from woodworking to robotics and coding, to be highly engaging.

Improve literacy learning and achievement for every student: Capacity building in all K-12 FSL educators, including Core, Extended, and French Immersion. Some strategies are broad and are focused on effective teaching and learning strategies in all classrooms (Tier 1), whereas others are targeted to specific initiatives required to meet the needs of a specific group of students (Tier 2 & 3).

Tier 1 supports include:

- Capacity building with elementary K-2 French Immersion teachers, early childhood educators, and Vice-Principals/Student Support Teachers to administer Acadience Français and interpret the universal screening data to plan next steps to support growth in fluency and comprehension skills;
- Capacity building of Core French educators to use the Common European Framework of Reference (CEFR) as an action-oriented framework to help students uncover the Ontario curriculum;
- Capacity building of K-12 FSL teachers in the Neurolinguistic Approach (NLA) to second language acquisition; and
- Capacity building for Core French educators in Universal Design for Learning (UDL) and seeing the FSL curriculum as a continuum to support a range of learners in listening and speaking in French.

Tier 2 supports include:

- Collaborative Learning for School Teams focus on increasing understanding of student learning needs using school and classroom data, student voice, and building more inclusive and equitable classrooms using strategies that support learning for all students;
- Collaborative Learning for School Teams that includes the routine administration and interpretation of Acadience Français screening data to determine appropriate subsequent next steps to inform programming options for students that includes consistent opportunities for responsive interventions at the school level;
- Collaborative learning for elementary Core French educators about enacting CEFR practices through the lens of Indigenous ways of knowing and doing in the Core French classroom; and
- Refreshed FSL resources across the curriculum to support learning in French (e.g., Holocaust Education resources in French to support French Immersion students and educators).

Tier 3 supports include:

- Capacity building with Student Support Teachers to provide intensive reading interventions to students in French Immersion students with complex profiles.

Improve graduation rates and preparedness for future success for all groups of students: Students in Extended French and French Immersion can earn a French certificate with their OSSD at the end of Grade 12 if they meet the requisite hours and credit types as outlined earlier; however, the certificate is not formally recognized by post-secondary institutions or employers.

With the introduction of the DELF (*Diplôme d'Études en Langue Française*), Grade 12 students have the opportunity to earn an official diploma awarded by the French Ministry of Education to certify their French language competency that is internationally recognized. The DELF is composed of four individual certificates that correspond with the four levels of the CEFR. This year, 99 Grade 12 students challenged the DELF exam and will graduate from Limestone with internationally recognized certification related to their French reading, writing, and speaking skills that should make them competitive in post-secondary and future employment opportunities.

Meeting goals for 2023-24 include:

- Indigenous Education and Core French PD (elementary) in unpacking the curriculum (e.g., how to approach expectations related to Métis culture in a good way);
- Seven additional teachers trained to administer and score the DELF;
- K-2 French Immersion educators' training in reading screening (Acadience Français) that is mandatory in September 2024;
- First offering of Neurolinguistic approach course for 20 Core French educators (elementary and secondary);
- Student Engagement Grants offered to schools so educators and students can engage in rich, authentic learning experiences;
- OPSBA-funded project to include more STEM learning in Core French classes with the introduction of coding and robotics;
- Professional learning for FSL educators in the Writing Revolution – professional learning that mirrors that of Language teachers in English;

- Professional learning session for FSL educators to support inclusive programming in FSL classrooms in partnership with Educational Services; and
- Continuing to support employees interested in becoming FSL educators through the FSL Multisession program at Queen’s University.

Next Steps and Communication Plan

Monitoring of the FSL Operational Plan happens in several ways: (a) monitoring of schools’ Student Achievement Plan and Key Performance Indicators, (b) feedback and data gathering through the FSL Steering Committee, (c) feedback from FSL educators, (d) monitoring visits to schools with School Supervisors and Administrative and/or School Leadership Teams, and (d) the recruitment and retention of FSL educators.

The Ministry of Education has been engaged in consultation this spring with boards and other FSL education partners in preparation for the next Multi-Year Action Plan 2024-2028 to reflect the needs and priorities of FSL education, which in turn will help inform next steps in the FSL Operational Plan.

Recommendations

That this report be received for information.

Prepared by: Steve Hedderson, Associate Superintendent of Curriculum and Program Services
Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: MATH ACHIEVEMENT ACTION PLAN UPDATE

REGULAR BOARD MEETING

June 19, 2024

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

This report updates Trustees on the progress of Phase I and II of Limestone's Math Achievement Action Plan (MAAP). The plan is aligned with the LDSB Strategic Plan goal of improving math learning and achievement for every student.

Background

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

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

Phase I of the LDSB MAAP had two key areas of focus: (1) ensuring all math educators were using a long-range plan that aligned with the most recent curriculum as the basis for ensuring fidelity to the curriculum; and (2) gathering diagnostic assessment data and using developmental continua as guidance to plan the first 15-minutes of the daily math block focused on students' development of

mathematical reasoning, beginning with the intentional focus on computational fluency to support the development of math content knowledge and knowing our math learners.

Phase II is focused on implementing short collaborative math learning and planning cycles in elementary schools. Small groups of educators work alongside administrators to engage in data analysis, understanding their math learners from a different perspective, building math content knowledge, reviewing LDSB-endorsed math resources, using technology to support assessment, implementing high-impact instructional practices, and collaboratively monitoring the impact of responsive instruction.

Phase II also saw Grade 9 math educators across priority schools engage in collaborative planning within, and across, priority schools, beginning with the analysis of math achievement data, implementation of high-impact instructional practices, and monitoring student progress.

Current Status

A new digital math tool, Knowledgehook, was introduced across the system for math educators to consider using to support student learning and practice in the classroom. Knowledgehook is also available for students to use for practice at home after they have been set up in a class by their teacher.

Since the beginning of May, some elementary schools have had access to targeted math tutoring support for Grades 3 and 6 students currently achieving below provincial standard, closing gaps in preparation for the EQAO assessments. There are also tutors who have been supporting Grades 7 and 8 students who are currently achieving below provincial standard, closing gaps to prepare for the transition to secondary school, and to de-streamed Grade 9 math.

The LDSB Math Team has remained engaged with the Provincial Math Team, collaborated with other boards, and continues to develop resources to support educators and students. It has also facilitated a variety of in-person and virtual professional learning sessions for educators and administrators.

School Math Facilitators continue to work alongside Grades 3, 6, and 9 math educators in 26 priority schools to support students' math learning, confidence, and achievement. In addition, the facilitators also support other educators teaching math in other grades in those schools.

The following KPIs have been monitored by school leadership teams, school administrators, and school supervisors across schools during the implementation of Phase I and II of the MAAP:

Math Achievement Action Plan – Phase I KPI Snapshot on June 14, 2024			
Category	Criteria	Board Average (%)	
K-12 Math	% of educators following a long-range plan aligned to the Ontario Mathematics curriculum (2020, 2021)	January 2024	89.77%
		March 2024	91.95%
		June 2024	97.31%
K-8 Math	% of educators gathering diagnostic data and using information plotting students on continua to use for intentional planning	January 2024	69.33%
		March 2024	75.12%
		June 2024	82.25%
K-8 Math	% of educators planning and implementing the first 15 minutes of instruction in Mathematics classes with a focus on fluency	January 2024	68.86%
		March 2024	74.12%
		June 2024	83.68%

There were 15 new KPIs introduced in Phase II of the MAAP to help monitor progress and align supports and resources. Some sample KPIs and metrics are included below:

Math Achievement Action Plan – Phase II KPI Snapshot on June 14, 2024			
Category	Criteria	Board Average (%)	
K-12 Math	% of educators using LDSB-endorsed resources and guides to curriculum connections as primary resources for lesson planning (e.g. Ministry curriculum and resources website, MathUP, Straddegy, Knowledgehook, Edwin, 5-day plans for fluency, resources from LDSB Minds Online K-12 Resources section, etc.)	March 2024	85.59%
		June 2024	88.57%
K-12 Math	% of educators planning the core math block in response to student data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, exit tickets, portfolios, surveys, etc.)	March 2024	65.82%
		June 2024	77.65%
K-12 Math	% of educators using a digital math tool (Knowledgehook, MathUP and/or Straddegy) to support student mathematics learning at home and at school, and to understand current student understanding and provide targeted supports	March 2024	61.98%
		June 2024	74.24%

Planning for improving math outcomes in the 2024-25 school year continues.

Next Steps and Communication Plan

The Ministry Math Team visited Limestone on June 12 and 13 to learn more about our MAAP and how it is being implemented in schools. Phase III of the MAAP will be launched in September and is intended to reinforce and help refine the implementation of Phase I and II, while introducing a series of next

steps to improve math outcomes for all students focused on using data for more responsive instruction. The LDSB Math Team is preparing some advice for families about how to continue to help build students' mathematical literacy skills over the summer months to help maintain the progress that has been made this academic year.

Recommendations

That this report be received for information and endorsement.

Prepared by: Steve Hedderson, Associate Superintendent of Curriculum & Program Services

Reviewed by: Krishna Burra, Director of Education

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

April 17, 2024

PUBLIC MEETING

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	Present: E. Clow, Member-at-Large K. Hill, Member-at-Large L. Clouthier, Easter Seals Ontario H. Simson, Learning Disabilities Association of Kingston K. Wood, Community Living Kingston A. Martin, Member-at-Large (Queen's University) S. Patay, Lennox & Addington Resources for Children Regrets: H. Clark, Autism Ontario
	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:
None at this time.	J. Dooley, 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 March 20, 2024

MOVED BY: Trustee Lloyd that the March 20, 2024, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Presentation: Student and Family Friendly IEP and IPRC Support Materials – Jessi Lalonde, Special Education Coordinator shared an in-depth report on both elementary and secondary IEP and IPRC resources.

Chair McGregor called on SEAC Members for questions.

7. CORRESPONDENCE

7.1 Dufferin-Peel Catholic District School Board – Follow-up letter to Director Charmaine Pereira regarding the recruitment and retention of Educational Assistants, dated February 21, 2024. Provided for information.

8. ASSOCIATION UPDATES

None at this time.

9. OTHER BUSINESS

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

A. Ministry Updates:

None currently other than announcement of funding doubling to support new builds and capital improvements. We anticipate the imminent release of Grants for Student Needs or GSNs to school boards.

B. Educational Services Update:

April 8, 2024, PA Day

Supporting Inclusive Spaces in LDSB classrooms – Dr Lee Airton. Other work included staff identifying Tiered Interventions/Levels of Support across the system and their impact/role in these tiers.

Educational Assistant (EA) Allocation Process

The EA Allocation process has begun for the 2024-25 school year. Last week all schools submitted their school profile which provides valuable data and information to inform allocations across our District. Information in the profile includes current school supports, students requiring intensive/shared support, transition information, and special education data (IEP/IPRC). This data is thoroughly reviewed by the team at Educational Services as we equitably distribute resources to all schools. We are pleased that this year we will have an additional 17 school-based EA positions to allocate to schools.

School Mental Health Ontario (SMHO) System Leadership Course

The Senior Team, Communications Team, Managers, and Assistant Managers of LDSB are all taking part in the SMHO System Leadership course. This course consists of five modules that will be facilitated by the Mental Health Lead, Laura Conboy over the course of the Spring.

Student Support Teacher (SST) and Learning Program Support (LPS) Teacher PD

The next SST meeting will take place on Tuesday, April 23, 2024, and the next LPS meeting will take place on Wednesday, April 24, 2024.

Mental Health Week – May 6-10, 2024

Every year Limestone recognizes [Mental Health Week](#), supported by the Canadian Mental Health Association. This year's Mental Health Week is centered on the healing power of compassion. Join us from May 6 to 12, 2024, to explore how compassion connects us all.

During the week of April 15, 2024, Mental Health Lead, Laura Conboy, will be sending schools a variety of optional resources that they may use to recognize the week. These will include:

- Daily social media posts
- Daily announcements
- Resource handouts for educators and mental health support staff
- 2021-2024 Mental Health and Substance Use Strategy summary infographic

This year we are very excited to be encouraging all schools and staff to participate in a district-wide art project to express how compassion connects us all. We will be selecting four winners for a school-wide pizza party!

During May 6-10, 2024, each day will focus on a theme:

- Monday – Compassion for self
- Tuesday – Compassion through allyship
- Wednesday – Compassion for others (social media focus)
- Thursday – Compassion for the land
- Friday – Compassion through action

KFL&A Public Health is also available to support secondary schools with their foyer engagement sessions. These include topics such as “EveryBODY is Welcome” and “Be Kind Online.” Schools will be encouraged to reach out to their Public Health Nurse to book these.

For Mental Health Week at Tim Horton's in Kingston, all Smile Cookie proceeds go directly to Kingston Health Sciences Child and Youth Mental Health Programs.

National Accessibility Week takes place May 26 to June 1, 2024, with Red Shirt Accessibility and Inclusivity Day on May 29, 2024. We are working alongside Easter Seals as well as the Inclusive Play Project to ensure that there are resources that will be shared throughout our District.

There is an Inclusive Fun Fair, which is a fundraiser for the Inclusive Play Project, on June 8, 2024. A flyer will be sent out with the May 17, 2024, SEAC Meeting Agenda Package.

Chair McGregor called on SEAC Members for questions.

10. NEXT MEETING DATE

Monday, May 13, 2024 – At Algonquin and Lakeshore Catholic District School Board

11. ADJOURNMENT

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

The meeting was adjourned at 6:40 pm.



INDIGENOUS EDUCATION COMMITTEE MEETING MINUTES

March 19, 2024

PUBLIC MEETING

Roll Call:

Trustees:	Members:
<p>K. Maracle B. Godkin</p>	<p>Present:</p> <p>Mandy Smart (Mohawk Traditional Knowledge Keepers from Tyendinaga) Crystal Loft (Mohawk Traditional Knowledge Keepers from Tyendinaga) Deb St. Amant (Queen’s University & Grandmother’s Council, LDSB Cultural Advisor) Jonnathan Marconi (Highland Waters Métis Council) Taylor Day (Four Directions Indigenous Student Centre) Jessi DiRocco (LDSB – Elementary Indigenous Reengagement Teacher) Liv Rondeau (LDSB – Vice Principal of Indigenous Education) Tasha Wallace (Parent/Caregiver Representative) Alice Johnston (LDSB – Elementary Indigenous Reengagement Teacher) Taylor Tye (KNCLN – River Program) Constance Carrierre-Prill (Kingston Native Centre and Languages Nest) Garnet Armand Ruffo (Parent/Caregiver Representative) Scot Gillam (LDSB – Superintendent) Liz Coates (Kingston Frontenac Public Library) Sandy Maracle (Mohawks of the Bay of Quinte) Martha Duncan (LDSB – Elementary Principal) Bond Strand (LDSB – Elementary Teacher – Bridge Program) Ian Fanning (Kingston Native Centre and Languages Nest) Lindsay Morcom (Queen’s & Ardoch First Nation) Danka Brewer (Shabot Obaadjiwan Omaamiiwininii Community) Lorrie Larock (HomeBase Housing) Alison Billings (Parent/Caregiver Representative) Lauren Smart (ITEP – Queen’s University)</p> <p>Guest:</p> <p>Mack Bain, Queen’s Student in Indigenous Studies</p>

Regrets:

Lindsay Rogers (Highland Waters Métis Council)

Pat Brinklow (Mohawks of the Bay of Quinte)

Jayne 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)

Linda Cory (Kagita Mikam)

Martina Kataquapit (Parent/Caregiver Representative)

Romaine Mitchell (Ministry of Ontario)

Emily Eckloff (Indigenous Student Trustee)

Michelle Nyamekye (LDSB – River Teacher)

Mary-Ann Lyons (St. Lawrence College)

Willow Prue (LDSB – Indigenous Student Support Counselor)

Christina Michie (LDSB – Secondary Indigenous Reengagement Teacher)

Shannon Tyner (LDSB – Principal – Ernestown Secondary School)

Cristina Warner (HomeBase Housing)

Zackary-Georges Gagne

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.

2. INTRODUCTIONS

Introductions were made around the circle.

3. ADOPTION OF THE AGENDA

MOVED BY: Constance Carrierre-Prill that the agenda be approved. Carried.

4. APPROVAL OF MINUTES

4.1 IEC Minutes – January 30, 2024

MOVED BY: Jonnathon Marconi that the January 30, 2024, IEC Minutes be approved. Carried.

5. TEAM UPDATES

Vice Principal Liv Rondeau shared the name of the new Indigenous Student Trustee – Rachel Kolosov. The team then shared information on the following events that took place prior to the IEC Meeting:

- Basket Making with Carol Ann Maracle
- Boil Alert Film Screening
- Honouring the Gifts of the Land at Bayridge Secondary School
- Loom Beading at Rideau Public School

Future activities for the Spring include:

- NBE Professional Development for teachers
- Math and Loom Beading at Kingston Secondary School
- Christy Jordan-Fenton visiting Napanee schools
- Indigenous Leadership Circle traveling to Soaring in Ottawa
- Kindergarten Learning Series on Indigenous Education

Mack Bain, a student in Indigenous Studies at Queen's, delivered a presentation on her work supporting Limestone. This included an Indigenous Resource booklet, posters, and an Allyship guide. We are deeply appreciative of Mack's contributions to these valuable resources.

6. BOARD ACTION PLAN (BAP)

Vice Principal Liv Rondeau reviewed the sections of the BAP and provided information on initiatives in each section. Superintendent Gillam will bring a financial update to the May IEC Meeting. Once the BAP is uploaded, it will be shared with IEC for final approval. We are currently working on next year's BAP as well.

7. PROTOCOLS

The following protocols were approved by consensus:

- Indigenous Community Member Protocol
- Indigenous Education Referral Form
- Indigenous Education Tobacco Protocol
- Smudging Ceremonies

These protocols will be brought back to IEC again next year for any adjustments.

8. TERMS OF REFERENCE

Prior to approval of the Terms of Reference for 2024-2025, Danka Brewer brought up a discussion point of succession planning for those retiring or leaving their role as representative on IEC. Danka also referenced the absence of Kingston Police and the OPP. Superintendent Gillam will reach out to Kingston Police and our local OPP detachments that cover the board.

9. MEMBER UPDATES

Members shared updates from their communities or organizations.

10. JUNE 21, 2024, CALVIN PARK GRADUATION

A discussion was held about the Calvin Park Graduation taking place on National Indigenous Peoples Day. The consensus was that this was acceptable if students still had time to honour and celebrate the day and that the day was recognized during the graduation ceremony to honour Indigenous students and families.

11. CLOSING

Deb St. Amant closed meeting.

TRI-BOARD SPECIAL EDUCATION ADVISORY COMMITTEE

MEETING MINUTES

May 13, 2024

PUBLIC MEETING

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	Present: E. Clow, Member-at-Large K. Hill, Member-at-Large A. Martin, Member-at-Large (Queen's University) Regrets: H. Clark, Autism Ontario L. Clouthier, Easter Seals Ontario H. Simson, Learning Disabilities Association of Kingston S. Patay, Lennox & Addington Resources for Children K. Wood, Community Living 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 J. Lalonde, Special Education Program Coordinator
Recorder:	Guests:
J. Senior, Administrative Assistant	C. Young, Superintendent of Corporate and Staff Services P. Carson, Manager of Financial Services

1. WELCOME

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

Chair McGregor read the Acknowledgement of Territory:

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

2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

4.1 SEAC Minutes April 17, 2024

MOVED BY: Trustee Lloyd that the April 17, 2024, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Presentation: Special Education Budget – Craig Young, Superintendent of Corporate and Staff Services and Paula Carson, Manager of Financial Services shared an in-depth report on the Special Education Budget for the 2024-2025 school year.

Chair McGregor called on SEAC Members for questions.

7. CORRESPONDENCE

7.1 Durham District School Board – Letter to Minister of Education regarding Transportation Support for Students with Special Education Needs – Accessibility to Education and Multiple Pathways. Provided for information.

8. ASSOCIATION UPDATES

8.1 Helen Simson, Learning Disabilities Association of Kingston (LDAK) – Speak Up for Ability 2024 – Assistive Technology in the 21st Century. This is a two-day free webinar event happening on May 25, 2024, and June 1, 2024, from 9 am to 12 pm on both dates. Flyers will be sent to SEAC in a separate email.

8.2 Haley Clark, Autism Ontario Updates – Autism Ontario May 2024 Update. Provided for information.

8.3 Linda Clouthier, Easter Seals Ontario – Easter Seals Red Shirt Day, May 29, 2024, handout, and poster attached, as well as, an Inclusive Fun Fair, June 8, 2024, flyer. Provided for information.

9. OTHER BUSINESS

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

A. Ministry Updates:

Core Education Funding – 2024-2025

Core Education Funding formerly known as Grants for Students Needs (GSNs) were released to boards of education on Friday, April 26, 2024. Superintendent Young and Manager Carson will provide SEAC an update on May 13, 2024.

2024-2025 Responsive Education Programs (REP)

Responsive Education Programs or REPs are a newly restructured version of the former Priorities and Partnerships Funding (PPF) to enhance transparency in type and purpose of funding, with REPs being specifically for school boards. This year REP will focus on learning and well-being to support students for success now and in the future. REP is supplemental to Core Education

funding and provides time-limited funding which is reviewed and assessed by the Ministry each year. Special Education REPs for 2024-2025 include:

- Special Education Additional Qualifications (AQ) Subsidy for Educators
- Special Education Needs Transition Navigators
- Summer Learning for Students with Special Education Needs
- Summer Mental Health Supports

Improving Supports for Blind and Low Vision Students in Ontario

The Ministry of Education is distributing a survey to gather information from school boards regarding the number of blind/low vision students in schools across the province, number of Teachers of the Visually Impaired (TVIs), and the supports available in school boards for this population of students. This low incidence exceptionality requires the programming support of specialist educators, and the information gathered will inform analysis and decision-making in support of these students in schools. Surveys are to be completed by boards prior to May 31, 2024.

B. Educational Services Update:

Student Support Teacher (SST) and Intensive Support Teacher (IST) Allocations

Allocations for elementary SST and IST positions were shared with Principals on Wednesday, May 1, 2024. The staffing process will not determine who will be hired into the additional SST roles as well as the new IST positions.

Mental Health Week – May 6-10, 2024

LDSB supported Mental Health Week with a variety of resources and regular social media posts under the leadership of Mental Health Lead, Laura Conboy.

Universal Design for Learning (UDL) Event at Queen’s - May 9, 2024,

Queen’s Faculty of Education and LDSB collaborated on May 9, 2024, to host an evening about UDL. Participants were able to attend 20-minute sessions on all things UDL to build up their own UDL toolkit. A big thanks to the Educational Services Leadership Team for their involvement and leadership of this event.

Accessibility Week – May 27- May 31, 2024 – National Red Shirt Day May 29, 2024

LDSB will once again be supporting National Accessibility Week during May 27 – May 31, 2024. Resources have been shared with schools. The week will also celebrate the Red Shirt Day of Action for Accessibility on Wednesday, May 29, 2024. Information was also shared with schools about the Inclusive Play Project (IPP), which is trying to raise awareness and funds for a fully inclusive playground in the Kingston area. Resources included a contest and suggestions for raising awareness and funds by local schools.

Inclusive Play Project Fair – Saturday, June 8, 2024

The Inclusive Play Project team is hosting an Inclusive Play Project Fair on Saturday, June 8, 2024, at Shannon Park and the Rideau Heights Community Centre. The Fair will take place from 10 am until 3 pm. There will be a BBQ, Family Fun Games, a Vendor Market, and much more. Educational Services Leadership Team members will be in attendance.

Chair McGregor called on SEAC Members for questions.

10. NEXT MEETING DATE

June 12, 2024

11. ADJOURNMENT

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

The meeting was adjourned at 6:00 pm.