

Agenda – Regular Board Meeting

Wednesday, June 18, 2025 - 6:00 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Public Viewing: <https://bit.ly/LDSBBoardJun1825>

Private Session – 5:30 p.m.

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

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

1. CALL TO ORDER

2. RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION

3. DECLARATION OF CONFLICT OF INTEREST

4. ACTION ITEMS

- 4.1. Regular Board Meeting Minutes (Private) – May 21, 2025
- 4.2. Special Meeting Minutes (Private) – May 27, 2025
- 4.3. Education, Policy, and Operations Meeting Minutes (Private) – June 4, 2025

5. FOR INFORMATION

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

Limestone District School Board

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

6. REPORT TO PUBLIC SESSION

Public Meeting – 6:00 p.m.

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

7. ADOPTION OF THE AGENDA

8. DECLARATION OF CONFLICT OF INTEREST

9. PRESENTATION/DELEGATION

- 9.1. Limestone District School Board Staff Awards
- 9.2. Feeding Minds: Food and Beverage Policy (PPM-150) Delegation
- 9.3. Recognition of Outgoing Student Trustees

10. PRIVATE SESSION REPORT

11. APPROVAL OF MINUTES

- 11.1. Regular Board Meeting Minutes – May 21, 2025 (Pages 4-17)
- 11.2. Education, Policy, and Operations Committee Meeting Minutes – June 4, 2025 (Pages 18-28)
- 11.3. Budget Committee Meeting Minutes - June 4, 2025 (Pages 29-31)
- 11.4. Budget Committee Meeting Minutes – June 11, 2025 (Pages 32-35)

12. REPORTS FROM OFFICERS

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

13. REPORTS

- 13.1. OPSBA Report – Trustee McGregor
- 13.2. Student Trustees’ Report
- 13.3. Reports for Action
- 13.4. Reports for Information
 - 13.4.1 Operational Plan: Integrated Technology Services (ITS) – Associate Superintendent Hedderson (Pages 36-39)
 - 13.4.2 Math Achievement Plan Update – Associate Superintendent Hedderson (Pages 40-45)

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14. UNFINISHED BUSINESS

15. NEW BUSINESS

16. CORRESPONDENCE

17. NOTICES OF MOTION

18. ANNOUNCEMENTS

19. COMMITTEE MINUTES FOR INFORMATION

- 19.1. Indigenous Education Committee Meeting Minutes – September 24, 2024 (Pages 46-49)
- 19.2. Indigenous Education Committee Meeting Minutes – November 26, 2024 (Pages 50-52)
- 19.3. Indigenous Education Committee Meeting Minutes – January 28, 2025 (Pages 53-55)
- 19.4. Indigenous Education Committee Meeting Minutes – March 18, 2025 (Pages 56-59)
- 19.5. Special Education Advisory Committee Meeting Minutes –April 16, 2025 (Pages 60-66)
- 19.6. Special Education Advisory Committee Meeting Minutes –May 22, 2025 (Pages 67-69)

20. FUTURE BOARD MEETING SCHEDULE

August 20, 2025

21. ADJOURNMENT

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Regular Board Meeting Minutes – May 21, 2025

PRIVATE SESSION

Roll Call:

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

1. CALL TO ORDER

Vice-Chair Godkin called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Godkin and Trustee McGregor. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

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

4. ACTION ITEMS

- 4.1. Special Meeting of the Board Minutes (Private Session Only) – April 16, 2025
- 4.2. Regular Board Meeting Minutes (Private) – April 23, 2025
- 4.3. Special Meeting of the Board Minutes (Private Session Only) – May 1, 2025
- 4.4. Audit Committee Meeting Minutes (Private) – May 5, 2025

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

5. FOR INFORMATION

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

6. REPORT TO PUBLIC SESSION

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

MOTION: That the Board rise and report.

MOVED by: Trustee McGregor. Carried.

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott – excused himself at 7:40 p.m. B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd J. Maracle K. McGregor J. Morning J. Neill (regrets) S. Ruttan C. Scott A. Bukhari (Student Trustee) – excused herself at 7:00 p.m. R. Kolosov (Student Trustee) (regrets) S. Kumar (Student Trustee) (regrets)	K. Burra, Director of Education M. Crothers, Communications Consultant S. Gillam, Superintendent of Education A. Grange, Communications Consultant S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources J. Silver, Superintendent of Education C. Young, Superintendent of Business Services (virtual)
Guests:	Recorder:
2025 Limestone Student Achievers and Staff	S. Mitton, Executive Assistant to the Director and Trustee Liaison

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Vice-Chair Godkin welcomed everyone to the Regular Board Meeting and indicated that he would be chairing the meeting this evening. He called the roll.

He provided the Land Acknowledgement: "The Limestone District School Board is situated on the traditional territories of the Haudenosaunee and Anishinaabe. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land. As I have mentioned previously, we certainly look for guidance and direction during these times when we see all of these different projects emerging to show us the right path."

7. ADOPTION OF THE AGENDA

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

8. DECLARATION OF CONFLICT OF INTEREST

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

9. DELEGATION/PRESENTATION

9.1 2024-2025 Limestone Student Achiever Awards Presentation

Chair Godkin invited Awards Committee member Trustee Ruttan to introduce the awards. She stated that 'the Limestone Student Achiever Awards 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, including Trustees Elliott, McGregor, Lloyd, and me, we would like to thank Associate Superintendent Gollogly, Trustee Liaison Mitton, and Limestone's secondary schools for their support with the nominations of Student Achievers.'

Tonight, we recognize 11 exemplary graduating secondary students for their contributions to the Board's strategic priorities and their support of others during the 2024-2025 school year.

Recipients have demonstrated exemplary achievement in all three categories:

1. Leadership
2. Positive attitude, energy, and school spirit
3. Academic standing

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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 Limestone District School Board Trustees and staff.

She invited Trustee Elliott to present the 2024-2025 Student Achievers. He stated that it is an honour to present this year's recipients of the Limestone Student Achiever Awards. These dedicated and compassionate young people have made a significant difference throughout their high school careers, both within their school and in the broader community. He invited the following Administrators to read the citation for their student achiever:

Principal Anne Marie McDonald, Bayridge Secondary School – Spencer Tapp
Principal Shannon Tyner, Ernestown Secondary School – Ayesha Bukhari
Principal James Bonham-Carter, Frontenac Secondary School – Maya Nanji
Principal Carrie Moore, Granite Ridge Education Centre – Hallie Hearn
Principal Darren Seymour, Kingston Secondary School – Nuria Thompson
Principal Jen Grasse, La Salle Intermediate and Secondary School – Alex Huneault
Principal Margaret Connelly, Loyalist Collegiate and Vocational Institute – Sekai Chikodzi
Principal Paul MacDonald, Napanee District Secondary School – Chloe Davey
Principal Becky MacDonald, North Addington Education Centre – Sophia Borger
Principal Molly Slate, Sydenham High School – Bella Thake
Principal Kate Myers, Katarokwi Learning Centre – Lev Myers

Trustee Elliott once again congratulated the Student Achiever Award winners and Chair Godkin called for a short recess.

10. PRIVATE SESSION REPORT

At the Special Meeting of the Board, April 16, 2025:

- Director Burra provided a Property of the Board update.

At the Special Meeting of the Board, May 1, 2025:

- Director Burra provided a Legal and Property of the Board update, which resulted in a motion passed.

At the Audit Committee Meeting, May 5, 2025:

- Superintendent Young and Director Burra provided a Property of the Board update.

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Earlier this evening during Private Session:

The Private Session minutes were approved from the following:

- The April 16, 2025, Special Meeting of the Board
- The April 23, 2025, Regular Board Meeting
- The May 1, 2025, Special Meeting of the Board
- The May 5, 2025, Audit Committee Meeting

- Associate Superintendent Gollogly provided a Safe Schools update.
- Associate Superintendent McKenna provided a Personnel update.
- Director Burra provided Personnel Update.

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

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

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

11. APPROVAL OF MINUTES

- 11.1 Budget Committee Meeting Minutes – April 16, 2025
- 11.2 Regular Board Meeting Minutes – April 23, 2025
- 11.3 Audit Committee Meeting Minutes – May 5, 2025
- 11.4 Education, Policy, and Operations Committee (EPOC) Meeting Minutes – May 7, 2025

Trustee Ruttan commented on item 11.4 EPOC Meeting Minutes – May 7, 2025. She noted that she has indicated at the EPOC meeting that she would write some edits related to Policy 15 and O. Reg. 463/97. She indicated that she has completed her edits and have sent them to Director Burra. She noted that she will share these edits with Trustees before the next EPOC Meeting on June 4, 2025.

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

12. REPORTS FROM OFFICERS

12.1. Chair's Report

Chair Godkin stated: "Good evening Trustees, senior staff, students, families, and members of the public.

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As we approach the final stretch of the school year, I want to acknowledge the many events and celebrations taking place across our schools this month—from arts showcases and athletic achievements to community partnerships and year-end preparations. These moments reflect the vibrancy and dedication of our students, staff, and families.

One exceptional event was the Human Library evening hosted by the School Advisory Council at Polson Park Public School on the evening of May 14. Students, staff, and community members had the opportunity to meet and learn from several school neighbours. A Human Library invites people to “borrow” human books—individuals who share their lived experiences through personal dialogue. The goal is to encourage new perspectives, foster learning and unlearning in a safe space, and promote inclusive communities. Congratulations to the organizers for a meaningful and successful event.

Looking ahead, National AccessAbility Week will be observed from May 25 to 31. This is a time to recognize the contributions of Canadians with disabilities and to renew our commitment to removing barriers to accessibility. In keeping with that commitment, I look forward to both of tonight’s reports – one being an update on the LDSB’s Multi-Year Accessibility Plan, presented by Superintendent Gillam.

As always, I extend my best wishes to all students, staff, and families for a successful and fulfilling final month of the school year.

That concludes my report for this evening, Chair Godkin. Thank you.”

12.2. Director’s Report

Director Burra stated: “Good evening Trustees and the viewing public.

It is hard to believe that we are already past the middle of May and less than six weeks remain in the 2024-2025 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 a few 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 2025-2026 school year, and there are several upcoming budget meetings as part of our annual budget process. Last week the Ontario government released provincial budget. However, we are still awaiting specific budget information for Limestone that will allow for further analysis and action. I think it is fair to say we do have some concerns as it relates to still waiting for budgetary information and the specific implications for Limestone. As

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Trustees know, transportation funding, special education funding, staff replacement costs, and increasing, unfunded statutory benefits are four areas of concern in recent years, and we are certain all four areas will continue to be pressure points moving into the next school year.

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. 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 11 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 4 Education, Policy, and Operations Committee meeting to celebrate and honour the Skills Ontario Competition winners.

As a short preview, Limestone had 26 secondary students representing eight schools compete in the provincial championships last week. In addition, we had 24 elementary students representing four schools also attend. LDSB secondary students won two bronze awards: one in auto paint, and one in auto collision. Also of note, a former LDSB grad who took part in the post-secondary competition came away with a gold in Heavy Equipment.

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.

The cyber incident we experienced in recent weeks is a prime example of a challenge we have faced. While some aspects went well in terms of restoration of services in a relatively short period of time, this incident also led to significant exposure of student and staff data. While we continue to believe the risks of data leakage or exposure are low, it is always a concern when personal information and data is stolen and potentially made more publicly available. Limestone is the latest example of a school board that has been victimized in such a way joining many other school boards in recent years, other public sector entities, private companies, and individuals who have suffered a similar fate. While some things went relatively well under very challenging circumstances, this incident re-emphasizes the need for us to continue to prioritize cyber security measures and learn from this experience in terms of mitigating the likelihood of

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any similar circumstances emerging in the days, weeks, months, and years ahead. All of us have been impacted to varying degrees by this cyber incident. On behalf of Limestone, I do apologize to the LDSB community that this occurred.

Speaking of recent challenges, I do have to mention the tragedy that struck the Fairfield Elementary school area and the greater community late last week with the death of a Grade 8 student. 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 family and the wider community during this difficult time.

I should also note that the flag at the Education Centre continues to be at half-mast in honouring former Frontenac County Board of Education Director Reg Shadbolt. Mr. Shadbolt was the Director of Education from for the former Frontenac County Board of Education in the 1980s and has been very active in the community since his retirement: helping found the Eastern Ontario Staff Development Network in the early 1990s, supporting the local Boys and Girls Club for decades, and, among others, being an active Rotarian in the community. I had the pleasure of taking Reg out to visit GREC in the spring of 2023, a relatively new build he had not seen in a community he helped serve during his career. He was always very sharp and was a wonderful storyteller. I had the good fortune of getting to know Reg and I know the local community will miss his continuing presence.

I would like to highlight a recent event from this past long weekend that my entire family helped support. Local Rotary Clubs sponsored a pre-packaged food event at the Community Food Redistribution Warehouse where approximately 70-80 people assembled a few thousand meals to be provided to those in need in the community. For a couple hours with a large group of Rotarians, some current and former students, and some current and former staff members, helped assemble the meals for local distribution. I was happy to support the event with my family and working with all of the other volunteers of all ages to help those in need.

In closing, I would like to highlight a few upcoming events: LDSB will again be participating in the Greater Napanee Pride Parade May 31, and the Kingston Pride Parade on June 14. 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 will receive an e-mail later this week with graduation dates and times in the last few school days of June for planning purposes.

That concludes my report for this evening, Chair Godkin. Thank you.”

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13. REPORTS

13.1 OPSBA Report

Trustee McGregor provided her update:

- OPSBA Guidebook will be released soon. Trustee McGregor indicated that she will be representing the Board at the OPSBA Annual General Meeting. She advised Trustees to look for the guide to be posted on the OPSBA website and review the candidates and motions. She asked Trustees to inform her on voting.

13.2 Student Trustees' Report None at this time.

13.3 Reports for Action None at this time.

13.4 Reports for Information

13.4.1 Multi-Year Accessibility Plan

Superintendent Gillam began his presentation by introducing the Accessibility Plan and the work of the Accessibility Plan Committee. The plan aligns with key priorities in the Strategic Plan, including student well-being, belonging, engagement, and academic achievement. It was emphasized that accessibility extends beyond physical access to include full participation in school life.

Superintendent Gillam explained that the plan is guided by the Accessibility for Ontarians with Disabilities Act (AODA) 2005, which aims to achieve a fully accessible Ontario by 2025. The AODA requires public organizations to identify, remove, and prevent barriers to inclusion for persons with disabilities. This includes compliance with Integrated Accessibility Standards Regulation (IASR) 191/11, covering areas such as customer service, information and communication, employment, transportation, and public space design.

Superintendent Gillam shared that LDSB is also working toward implementing the K to 12 Education Standards developed by the Education Accessibility Standards Committee, though these are not yet mandated. The board has proactively adopted these standards to support equitable and inclusive learning environments.

Administrative Procedures aligned with AODA and IASR are being reviewed and updated. These include provisions for accessible information formats and mechanisms for public feedback on accessibility. Updated procedures are being prepared for senior team review and will be posted on the board's website using a new accessible communications template.

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Superintendent Gillam indicated that the 2023-2026 Multi-Year Accessibility Plan was introduced as a comprehensive document. It begins with objectives and commitment statements drawn from AODA and Limestone's mission and vision. The plan includes a detailed list of committee membership, highlighting strong representation from staff, community partners (e.g., KidsInclusive, occupational therapists), Tri-Board Transportation, Communications, IT, and HR.

The plan outlines the methodology for identifying barriers, which includes committee discussions, provincial standards, public and employee feedback, and input from Facility Services and occupational therapists, especially during student transitions or school changes.

The plan also documents system-wide and school-specific barrier removal achievements since 2017. A live, regularly updated list of completed accessibility projects is maintained on the board's website, reflecting the committee's commitment to transparency and accountability.

The plan includes annual goals and a review and monitoring section. As the current plan concludes in January 2026, preparations for consultation and development of the next plan are underway.

The Accessibility Committee emphasized the importance of setting a focused number of achievable goals to demonstrate both commitment and measurable progress. Under the systemic, physical, and attitudinal goals, the committee is piloting one-page school accessibility audits to help staff, students, and community members identify site-specific barriers. These simplified tools are intended to be used during regular walkthroughs and health and safety inspections, with participation encouraged from school councils and student groups. He indicated that significant progress has been made in improving physical accessibility across schools over the past five years. The new approach aims to foster ongoing, accessible conversations rather than relying solely on large-scale audits.

Superintendent Gillam shared some of the progress of the committee in several key areas:

- **Resource Development:** Family-friendly resources have been created to support understanding of the Identification, Placement, and Review Committee (IPRC) process and the Individual Education Plan (IEP) process. These are often complex and challenging for families of students with special education needs to navigate.
- **Attitudinal Goals:** The committee is working to establish a network of staff and students with disabilities to provide both support and consultation. While participation has been a challenge, the committee remains committed to ensuring lived experiences inform accessibility improvements.
- **Facilities Collaboration:** The committee emphasized the critical role of Facility Services in embedding accessibility into all capital projects and renovations. Staff such as Assistant Manager

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Charlyn Downie and Supervisor Joe Hendry were recognized for their leadership and active participation on the committee.

- Occupational Therapy Requests: Facility Services prioritizes accessibility-related work orders, such as washroom modifications and equipment installations, to ensure timely support for students and staff.
- Accessibility Standards and Tracking: Schools are currently categorized by accessibility levels (1 to 3), though the committee aims to develop Limestone-specific accessibility standards for future builds and renovations. These standards will go beyond code compliance, drawing on expert consultation and the Rick Hansen Foundation guidelines.
- Project Examples: Recent projects include automated door openers and accessible washroom upgrades at KSS, J.G. Simcoe, and Calvin Park. A new tracking system now codes accessibility-related work orders, allowing the committee and Special Education Coordinators to monitor progress and share updates.

Superintendent Gillam shared that these efforts reflect the board's ongoing commitment to improving accessibility system-wide, despite the absence of dedicated funding for such projects. The Accessibility Committee shared several recent projects and initiatives aimed at improving physical access and inclusive practices across Limestone schools:

- Site-Specific Upgrades: At Polson Park, high-contrast yellow paint was applied to elevation changes to support a student with vision impairment. At KSS, upgrades such as automatic door openers and threshold adjustments enabled a student using a mobility device to independently access washrooms and the gym.
- Facility Services Collaboration: Facility Services continues to respond promptly to accessibility-related work orders, including requests for staff accommodations. Examples include lowered water fountains and fully accessible washroom installations.
- Outdoor Accessibility: Yard improvements at Rideau Heights and ramp installations at L.C.V.I. have enhanced outdoor accessibility for students and visitors with mobility challenges.
- Tracking and Transparency: Accessibility-related work orders are now coded and tracked, with updates shared regularly with the Accessibility Committee. This includes projects like the accessible washroom at Calvin Park.
- K to 12 Accessibility Standards: The board continues to align its work with the provincial K to 12 Education Accessibility Standards, focusing on universal design for learning and differentiated instruction. A working document is included in the meeting package to track current and future initiatives.
- Professional Learning and Resources: A video series is being developed to support staff in creating accessible learning environments. Topics include accessible document formatting and inclusive instructional strategies.

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- Inclusive Field Trips: Updates to AP 260 ensure all field trips are accessible. Equipment such as an all-terrain wheelchair and a change table at Gould Lake have been added to support student dignity and participation.
- Inclusive Events: The “Wheel, Walk, and Roll” event will again be integrated into the elementary track and field championships, offering adaptive events like distance rolling and throwing to promote full participation.
- Inclusive Play Project: A fully accessible playground is planned for Shannon Park, supported by the Inclusive Play Project and LifeSteppers, who have raised nearly \$1.5 million.
- Digital Accessibility: A new video library hosted on the MyLDSB platform will provide ongoing training for staff on digital accessibility practices, such as using proper heading structures in documents.

Superintendent Gillam concluded his presentation by sharing that these initiatives reflect the board’s ongoing dedication to fostering a fully accessible and inclusive learning environment and the next steps supporting this commitment:

- Continued development of Limestone-specific accessibility standards in partnership with Facility Services, an architect, and the Accessibility Committee, recognizing financial constraints.
- Consultation for the 2026 to 2029 Multi-Year Accessibility Plan will begin in fall 2025, with 2025 to 2026 goals to be developed based on current priorities and committee input.
- The board successfully completed a Ministry of Education AODA desk audit in fall of 2024, with contributions from Tri-Board Transportation, Human Resources, and other departments. The audit was closed with positive feedback.

Chair Godkin thanked Superintendent Gillam for his presentation and called upon Trustees for questions.

Trustee Elliott excused himself at 7:40p.m.

13.4.3 Board Action Plan (BAP) – Indigenous Education

Superintendent Gillam started his presentation by presenting a comprehensive update on Indigenous Education initiatives. He emphasized alignment with the Strategic Plan goals of student well-being, engagement, achievement, graduation, and community responsiveness. He indicated that the work is guided by the Board Action Plan (BAP), developed in collaboration with the Indigenous Education Committee (IEC), and funded through Indigenous education allocations.

Superintendent Gillam shared photos and examples of the work completed through the BAP:

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- Indigenous Student Leadership Circle (ISLC): This year's ISLC was the most successful to date, offering students leadership development, cultural workshops, and post-secondary exploration. Students earned an experiential learning credit through tracked participation and digital portfolios. The year concludes with a two-day land-based camping trip.
- Language Revitalization: Instruction expanded significantly with teaching Indigenous languages to over 70 students. All Bridge Program students can now introduce themselves in Algonquin.
- Curriculum Support: Pat Vanderholst, FNMI curriculum lead and graduation coach, supported implementation of the Grade 11 English and Grade 9 NAC10 art courses. He also facilitated author visits, storytelling workshops, and resource selection across the district.
- Community Partnerships: The board continues to work closely with knowledge keepers and cultural educators, and the Kingston Native Centre and Language Nest.
- Bridge and River Programs:
 - Bridge Program supports elementary students with engagement challenges through literacy, numeracy, cultural teachings, and language learning.
 - River Program is an alternative secondary program partnered with the Kingston Native Centre, offering academic and cultural programming including land-based learning and traditional skills.
- Experiential Learning – The Route Program: A pilot program offering culturally relevant learning and leadership opportunities. Students earn credit through tracked activities and a digital portfolio.
- School-Based Projects:
 - Napanee DSS students revitalized garden beds for traditional medicines.
 - LCVI students created a printmaking quilt and mural with Métis artist Carly Milburn.
 - KSS students, led by Elijah Wood, created a mural and video shared district-wide.
 - Bath Public School's Indigenous student group is creating a mural as part of their cultural learning.
- Land-Based Learning: Programs at Maple, Centennial, Henderson, and Southview help students and educators build relationships with natural spaces near their schools, reinforcing curriculum connections to the land.

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Superintendent Gillam concluded his Indigenous Education update by emphasizing that the initiatives shared this evening represent only a small portion of the broader work being done to support Indigenous students across Limestone. While the focus remains on Indigenous ways of knowing, being, and doing, the benefits of this work extend to all students—particularly through land-based learning and cultural engagement that foster deeper connections and holistic development.

Chair Godkin thanked Superintendent Gillam for his report and called upon Trustees for questions.

14. UNFINISHED BUSINESS

None at this time.

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

None at this time.

17. NOTICE OF MOTION

None at this time.

18. ANNOUNCEMENTS

None at this time.

19. COMMITTEE MINUTES FOR INFORMATION

- 19.1. Parent Involvement Committee Meeting Minutes February 27, 2025
- 19.2. Environmental Sustainability Advisory Committee Meeting Minutes March 4, 2025
- 19.3. Parent Involvement Committee Meeting Minutes April 3, 2025

20. FUTURE BOARD MEETING SCHEDULE

June 4, 2025 (EPOC)
June 18, 2025
August 20, 2025

21. ADJOURNMENT AND MOVE BACK INTO PRIVATE SESSION

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

The Meeting Adjourned at 8:38 p.m.

Limestone District School Board

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Education, Policy and Operations Committee Meeting Minutes –

June 4, 2025

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott (virtual) – Excused himself at 6:39 p.m. B. Godkin (Vice-Chair) R. Hutcheon (Chair) (virtual) T. Lloyd J. Maracle K. McGregor J. Morning J. Neill S. Ruttan C. Scott A. Bukhari (Student Trustee) R. Kolosov (Student Trustee) (regrets) S. Kumar (Student Trustee)	K. Burra, Director of Education A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education (virtual) C. Young, Superintendent of Business Services
Guests:	Recorder:
Geoff Petznick, Expanded Opportunities Consultant Melissa Baker-Cox, Secondary Curriculum Consultant Courtney Soucy, OYAP Recruiter Paul Allison, Intermediate STEM Consultant Logan Williams, Secondary Teacher, NDSS Ashley Conboy, Elementary Teacher, Clarendon Central P.S. Val Arsenault, Principal, Rideau Public School Laura Gillam, Research Analyst	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Chair Godkin welcomed everyone to the meeting and provided the Land Acknowledgement: “The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. On behalf of the School Board, we express our sincere gratitude for sharing this land with us and continue our reconciliation efforts. We honour their cultures and celebrate their commitment to this land.”

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2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

There were no conflicts declared.

4. PRESENTATION

4.1 Skills Ontario Competition Recognition

Superintendent Silver began by welcoming students and families thanking everyone for their support to students. She acknowledged the incredible work and dedication of the expanded opportunities team and highlighted the success of the local regional Skills Competition that takes place in partnership with St. Lawrence College. She invited Courtney Soucy to begin the presentation. Ms. Soucy noted that this was the 25th anniversary of the Skills Competition and gave special recognition to Geoff Petznick who she described as the heart of the program. She invited Logan Williams, teacher at Napanee District Secondary School, to continue the presentation with the Specialist High Skills Major (SHSM) team of Geoff Petznick, Melissa Baker-Cox, Courtney Soucy, and Paul Allison presenting the awards:

Napanee District Secondary School:

Shayla Godfrey – Auto Collision Repair – 3rd Place

Amanda Neddow – Auto Painting – 3rd Place

Jacob O'Reilly – Computer Aided Manufacturing – 6th Place

LCVI – Hairstyling:

Sydney McElwain – 9th Place

Sydenham High School – Prepared Speech:

Aurora Scanlan – 9th Place

Clarendon Central Elementary School – Construction Grades 7 to 8 – 7th Place:

Hudson Lemke

Leuan Brown

Ethan Tooley

Hunter Beeg

SWAC – Floristry:

Cricket Dickson – 9th Place

Module de l'Acadie – LEGO Mechanical Engineering Grades 7 to 8 – 4th Place:

Dawson Dean Savage

Jonah Harnden

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Matthew St. Jean
Liam Carty

Module de l'Acadie – LEGO Robotics Grades 7 to 8 – 6th Place:

Alex St-Jean
Hailey Clifford
Nathan Foster
Ryker Mosey

Post Secondary:

Carter Branson – 2021 Graduate NDSS – 1st Place
Alex Petznick – 2024 Graduate LCVI – 7th Place

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

5. REPORTS FOR ACTION

5.1 Policy 15 Update

Chair Godkin invited Director Burra to deliver his report, noting that proposed amendments had been previously presented to Trustees at the last meeting of the Education, Policy and Operations Committee (EPOC). Director Burra highlighted some of the edits to ensure alignment with the recent provincial policy changes, specifically changes to Section 2.2.0. He explained that language has been updated to clarify that failure to attend meetings (in person or electronically) without Board-approved authorization could lead to a Trustee vacating their seat, in line with the Education Act.

Director Burra shared that legal input highlighted inconsistencies between legislation and regulation, suggesting the policy be flexible while remaining compliant. Additional changes to section 2.3.0 and 2.4.0 were included to shift responsibility from the Vice-Chair to the absent Trustee to explain their absence and seek approval from the Board. The revised language emphasizes Trustee accountability and clarifies the approval process for absences.

Chair Godkin opened the floor for comments and questions.

Trustee Ruttan raised concerns about Section 2.3.0. as it relates to the need for public declarations of absence and suggested it be removed as it is not required by regulation. Director Burra indicated that the intent was to clarify the approval process and ensure transparency, but agreed that Section 2.4.0 might already cover the necessary procedures. The following motion was put forward:

MOVED BY: Trustee Ruttan to strike 2.3.0 from the policy and to edit 2.4.0 taking out 2.3.0 language. Carried.

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Chair Godkin thanked Director Burra for his report.

6. REPORTS FOR INFORMATION

6.1 LDSB Before and After School Program (BASP) Review

Chair Godkin introduced Superintendent Alison McDonnell to present her report on the Before and After School Program (BASP) review. She began by thanking Chair Godkin and the Trustees, and introduced two colleagues who contributed to the review: Principal Val Arsenault, who is currently completing the Supervisory Officer Qualification Program, and Research Analyst Laura Gillam, who has contributed extensive work supporting the review process.

Trustees were reminded that this review was initiated at their request in response to concerns raised by families regarding access to before and after school programming. Specifically, families reported challenges in securing program spaces within their local communities. The presentation aimed to explore the central question: *Do Limestone families have access to Before and After School Program spaces when and where they need them?* Trustees were provided with a report in advance, with the intent of the presentation to offer a deeper look into the data collected as part of the review.

Data was collected from a range of interest groups including Limestone families, school councils, and third-party BASP providers. This included enrollment data from programs operating within LDSB schools. Trustees were asked to consider the findings through three key lenses: equity, viability, and alignment with LDSB's enrollment strategy.

Superintendent McDonnell reiterated that BASP programs provide childcare and recreational activities for students in Kindergarten through Grade 6, outside of regular school hours. These programs are funded through parent fees. In accordance with the Education Act and Ministry of Education regulations, school boards are mandated to offer BASP where there is sufficient demand or viability. Boards may either operate programs directly or partner with third-party providers. The LDSB currently fulfills this mandate through agreements with 27 third-party providers. Additionally, the Ministry permits authorized recreational and skill-building programs, which are also delivered exclusively by approved third-party organizations.

The review was limited to LDSB families and schools. It did not include data from other school boards, private providers, or community-based programs. The data represents a snapshot in time and is subject to change based on evolving needs and provider capacity.

Both qualitative and quantitative data were collected to inform the review. Core data sources included:

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- A family survey open for two weeks in April 2025, including responses from families with children currently enrolled (JK to Grade 6) and those registered to begin in JK in September 2025.
- Feedback from school councils (April/May 2025).
- A focus group with third-party BASP providers (April 2025).
- Enrollment data from third-party programs operating in LDSB schools.

Superintendent McDonnell invited Principal Arsenault to present findings from the family survey and interest group consultations. The survey, conducted in April 2025, gathered 1,910 responses—a strong return given the short timeframe and resulted in the following participation:

- 75% of respondents were from Kingston, 22% from Lennox and Addington, and 3% from other areas (e.g., Gananoque)
- 11% of families indicated having a student(s) with special education needs
- Families from students in 45 elementary schools
- School councils

Principal Arsenault shared the following results of the survey:

- Nearly 60% of families reported not currently accessing BASP, either due to being on a waitlist or being unable to secure a spot.
- 40% of families that participated in the survey are currently (2024/2025) using BASP.
- School council feedback echoed family concerns, highlighting a lack of available spaces.

A focus group with third-party BASP providers was held on April 13, 2025. Providers were informed that the review was not evaluative but focused on access and availability. They were asked to identify barriers to service and suggest strategies to improve access. Key themes included:

- A significant shortage of available BASP spaces, with an estimated need for 1,600 additional spots to meet current demand.
- Only 26% of survey respondents felt there was adequate access to programs.
- Providers cited staffing shortages as the primary barrier, driven by challenges in recruiting qualified staff, low wages, retention issues, and the nature of split shifts (early morning and late afternoon).
- Rural schools face additional staffing challenges, with many providers preferring to work in urban areas.

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The data presented reflects a snapshot from spring 2025 and includes both qualitative and quantitative insights, including feedback from families with children not yet enrolled but registered to begin in LDSB schools. Principal Arsenault continued by sharing the key findings from the survey and interest group consultations:

- **Special Education Needs Access:** 12% of families reported having children with special needs for whom they would like BASP access. However, spaces are limited due to insufficient funding for enhanced support.
- **Waitlists:** Long waitlists and extended wait times were identified as significant barriers. Families often require flexible arrangements (e.g., only before care, only after care, or care on specific days), which complicates staffing and scheduling for providers.
- **Current Year Demand:** Survey data indicated a need for 1,658 additional BASP spots in the 2024-2025 school year. The highest demand was for Junior Kindergarten (477 spots), followed by Senior Kindergarten (229), with demand decreasing through to Grade 6.
- **Projected Demand for 2025–2026:** Families projected a need for 2,567 BASP spots next year, again with the highest demand in Kindergarten. This included responses from families with children pre-registered for the upcoming school year.
- **Regional Breakdown:** Demand varied by family of schools, with the highest needs reported in the LCVI family (400 spots), followed by Bayridge Secondary School family (368), and Ernestown Secondary School family (305).

Principal Arsenault turned the presentation over to Laura Gillam to share a visual representation of the capacity gaps. This data showed the following:

- 24% of students in Kindergarten to Grade 6 require BASP.
- 13% could be served based on licensed capacity.
- Only 8% can currently be served due to staffing limitations.
- For 2025-2026, current staffing levels would support 887 spots, while licensed capacity allows for 1,400—highlighting a significant service gap.

Superintendent McDonnell shared current initiatives in place to address these challenges:

- **Child Care Advisory Committee:** Established approximately 18 months ago, this committee includes third-party providers, municipal service managers (CMSMs) from Kingston and Lennox

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and Addington, and LDSB staff. The group meets quarterly to identify needs and develop collaborative solutions.

- Recruitment Support: LDSB distributes third-party provider job postings directly to all Educational Assistants (EAs) and Early Childhood Educators (ECEs) via e-mail. Providers have also participated in EA/ECE professional development days to raise awareness about BASP employment opportunities and dispel misconceptions.
- Transportation Coordination: LDSB has worked with Tri-Board Student Transportation Services to provide courtesy transportation for families when BASP is not available at their home school but is accessible nearby.

Superintendent McDonnell concluded the presentation by sharing the next steps to continue addressing this issue:

1. Data Enhancement: LDSB will review additional data sources (e.g., EDI, Statistics Canada, community program availability) to support informed decision-making.
2. Catchment and Busing Review: Consideration will be given to adjusting catchment areas or transportation routes to improve access to BASP.
3. Ongoing Recruitment Support: Continued collaboration with third-party providers to address staffing shortages, particularly in rural areas.
4. Expansion of Authorized Recreation Programs: LDSB will explore partnerships with providers offering authorized recreation programs, which have more flexible staffing ratios and qualification requirements. This may help free up licensed BASP spaces for younger students.
5. Prioritization of JK/SK Extended Day Programs: LDSB will work with providers to prioritize space allocation for Kindergarten-aged students, where demand is highest.
6. Investigation of In-House BASP Pilot: LDSB will explore the feasibility of launching an in-house extended day program (JK/SK only), particularly in underserved communities. Any pilot would need to be licensed and eligible for Canada-Wide Early Learning and Child Care (CWELCC) funding to ensure affordability for families.

Chair Godkin thanked Superintendent McDonnell, Principal Arsenault, and Laura Gillam for their presentation and called upon Trustees for questions.

6.2 Staff Absence Trends

Superintendent McWilliams introduced her report. She began by stating that the focus of her presentation and study results is on permanent employees and provincial absenteeism trends. Data is collected through an organization called School Boards Cooperative Incorporated (SBCI). The four areas highlighted in the slides are as follows:

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- Trends – Provincial and Local
- Employee Group Results
- Short-Term and Long-Term Sick Leave Utilization
- Opportunities

Superintendent McWilliams shared graphs and charts illustrating the data trends. The following were the key trends that emerged:

- Provincial Absenteeism Study: LDSB participates in a province-wide absenteeism study involving 63 school boards. Data is submitted annually to SBCI, which analyzes sick leave trends and benchmarks individual boards against provincial averages.
- Sick Leave Trends:
 - Sick leave usage increased significantly leading up to the COVID-19 pandemic, dropped during the pandemic due to remote work, and has since risen again.
 - Provincial sick leave costs have grown from under \$400 million in 2010 to approximately \$1.3 billion currently, including both paid leave and replacement staffing costs.
- LDSB Performance:
 - Limestone's sick leave usage has followed the provincial trend but remains consistently below the provincial average.
 - Graphs presented showed Limestone's usage (teal line) compared to the provincial average (light green line), with Limestone trending downward more steadily.
- Employee Group Analysis:
 - Larger groups, such as elementary teachers (approx. 960 members), naturally show higher total sick leave usage.
 - Smaller groups show lower total usage, but ratios are adjusted for group size.
 - Notable increases in sick leave were observed in 2021-2023 across most groups, with some stabilization in 2023-2024.
 - Secondary teachers and non-union groups showed slightly different patterns, with some anomalies noted.

Superintendent McWilliams continued the presentation by sharing updated data and strategies related to staff attendance:

- Recent Trends: Sick leave usage among Educational Assistants and maintenance staff has declined. Overall, LDSB is trending positively, with an average of 13 sick days per employee compared to the provincial average of 15.5 days.

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- **Ongoing Monitoring:** Preliminary projections for the current year indicate a continued slight decline in sick leave usage. Staff in Human Resources (HR) and Finance Departments actively monitor short- and long-term absences, ensuring that time off for medical appointments is used appropriately. Employees are reminded to schedule appointments outside of work hours when possible or limit absences to half-days unless necessary.
- **Messaging and Awareness:** In the fall, LDSB launched a communication campaign emphasizing the importance of regular attendance and the value of each employee's role. The campaign also highlighted the impact of prolonged absences on both staff and student outcomes.
- **Proactive Support:** Employees approaching the 11-day sick leave threshold (after which short-term disability coverage begins) receive notifications. Supervisors are encouraged to meet with staff to offer support, share resources such as the Employee Assistance Program (EAP), and discuss attendance patterns.
- **Attendance Support Program:** Staff exceeding the 11-day threshold may be enrolled in an attendance support program. This includes meetings with HR to review absence history, understand underlying issues, and set achievable goals for reducing absences. The process may involve additional documentation and spans approximately three to four months.

Superintendent McWilliams indicated these efforts aim to balance employee wellness with the need for consistent staffing, ultimately supporting student achievement and well-being. She emphasized the impact on student learning as regular staff attendance is critical to student achievement and well-being. Consistency in classroom staffing is preferred over reliance on occasional teachers.

Director Burra highlighted the Council of Ontario Directors of Education (CODE) report included in the agenda package. He emphasized that the staffing challenges limited program implementation this year, but efforts are underway to fully staff programs for 2025-2026. Strategies such as messaging around appropriate use of sick leave, early intervention, and supervisor check-ins have been implemented. Additionally, fill rate challenges persist, particularly for elementary teachers, despite a large occasional teacher list. Many occasional staff are unavailable or work infrequently, prompting the board to enforce minimum workday requirements and review list participation. LDSB continues to maintain a full complement of full-time staff, unlike some boards in Northern Ontario, though recruitment remains difficult in specialized subjects. Retirees are limited to 50 working days annually, further impacting spring staffing. Director Burra concluded by noting that the board is actively addressing these issues through contingency planning and ongoing recruitment efforts.

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Chair Godkin thanked Superintendent McWilliams for her presentation and called upon Trustees for questions.

7. UNFINISHED BUSINESS

None at this time.

8. NEW BUSINESS

None at this time.

9. CORRESPONDENCE

None at this time.

10. FUTURE BOARD MEETING SCHEDULE

September 3, 2025

11. ADJOURNMENT AND MOVE INTO PRIVATE SESSION

Moved by Trustee McGregor that the meeting adjourns. Carried.

The Meeting Adjourned at 7:34 p.m.

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
G. Elliott (regrets) B. Godkin (Vice-Chair) R. Hutcheon (Chair) (regrets) T. Lloyd J. Maracle K. McGregor J. Morning J. Neill S. Ruttan C. Scott A. Bukhari (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Kumar (Student Trustee) (regrets)	K. Burra, Director of Education

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Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

12. CALL TO ORDER

Vice-Chair Godkin called the meeting to order.

13. 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.

14. ACTION ITEMS

None at this time.

15. FOR INFORMATION

- 15.1. Safe Schools Update
- 15.2. Personnel Update – Director Burra provided a personnel update.
- 15.3. Labour Update
- 15.4. Legal/Property Update
- 15.5. OPSBA Update

16. REPORT TO PUBLIC SESSION

Vice-Chair Godkin called for a motion for the Board to rise and report at the June 18, 2025, Regular Board Meeting.

MOTION: That the Board rise and report.

MOVED by: Trustee McGregor. Carried.

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Budget Committee Meeting Minutes – June 4, 2025

Public Meeting

Roll Call:

Trustees:	Staff:
R. Hutcheon (Chair) B. Godkin (Vice-Chair) G. Elliott-regrets J. Morning K. McGregor S. Ruttan T. Lloyd J. Neill J. Maracle C. Scott	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, Superintendent of K-12 Curriculum & Program Services
	Recorder and Producer:
	D. Burns, Administrative Assistant S. Shaw, Administrative Assistant

1. CALL TO ORDER

Chair Godkin called the meeting to order at 7:55 pm. Chair Godkin noted that the Acknowledgement of Territory was read earlier during the Education, Policy, and Operations Committee meeting.

2. ADOPTION OF THE AGENDA

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

MOTION: That the Agenda as presented be accepted.

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

3. DECLARATION OF CONFLICT OF INTEREST

None.

4. REPORTS FOR INFORMATION

4.1 2025-2026 Preliminary Operating Budget Revenue

P. Carson presented the 2025-2026 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 \$6.4M and Charitable Trust donations at an estimated

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amount of \$161,000. These components as well as the capital revenue estimates will be incorporated at the June 11 meeting.

The 2025-2026 preliminary operating revenue is presented alongside the 2024-2025 revised estimates and 2024-2025 estimates for comparison purposes. The projected enrolment of 20,711 ADE reflects an overall increase of 55 ADE from the 2024-2025 Revised Estimates.

Adult education, continuing education, literacy and numeracy, and summer school enrolment is projected at 341 ADE.

Core Education Funding or Core Ed operating allocations have increased \$5.5M or 1.8% in total.

The Classroom Staffing Fund allocation has increased \$3.7M or 2.4%. The Classroom Staffing Fund provides school boards with funding to support the majority of staffing in the classroom for all students.

The Learning Resources Fund has increased \$400,000 or 0.8%. The Learning Resources Fund supports the costs of staffing typically required outside the classroom to support student needs.

Special Education Fund allocation has decreased \$0.9M or 2.3%. The Special Education Fund supports positive outcomes for students with special education needs.

School Facilities Fund allocation has increased \$0.8M or 2.7%. The School Facilities Fund supports operating (including cleaning and utilities), maintaining, renovating, and renewing school buildings.

Student Transportation Fund allocation has increased \$0.5M or 2.3%. The Student Transportation Fund supports the transportation of students between home and school.

The School Board Administration Fund allocation has increased \$1.1M or 14.3%. The School Board Administration Fund supports governance and administration costs for the operation of the school board, including its board offices and facilities, as well as for parent engagement activities.

Other Government Grants have decreased \$1M or 19.9%.

Other Revenues have decreased \$1M or 15.1%.

Total operating revenue was increased by \$3.4M or 1.1%.

Superintendent Young extended thanks to the Finance team for their hard work over the last week and weekend in preparing the report. Superintendent Young made closing remarks with regards to the report.

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

Chair Godkin thanked Manager Carson for the Report.

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5. OTHER BUSINESS

None at this time.

6. NEXT MEETING

Chair Godkin noted the upcoming Budget Committee meeting on June 11.

7. ADJOURNMENT

MOTION: To adjourn the meeting.

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

The meeting adjourned at 8:22 pm.

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Budget Committee Meeting Minutes – June 11, 2025

Public Meeting

Roll Call:

Trustees:	Staff:
R. Hutcheon B. Godkin (Chair) G. Elliott J. Morning K. McGregor- regrets S. Ruttan T. Lloyd J. Neill J. Maracle C. Scott	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 A. McDonnell T. McKenna S. Gillam P. Gollogly
	Recorder and Producer:
	D. Burns, Administrative Assistant S. Shaw, Administrative Assistant

1. CALL TO ORDER

Chair Godkin called the meeting to order at 7:01 pm. Chair Godkin noted that the Acknowledgement of Territory was read earlier during the Special Education Advisory Committee meeting.

2. ADOPTION OF THE AGENDA

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

MOTION: That the Agenda as presented be accepted.

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

3. DECLARATION OF CONFLICT OF INTEREST

None.

4. REPORTS FOR INFORMATION

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4.1 2025-2026 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 2025-2026 preliminary operating budget expenditures. Manager Carson highlighted the following changes from the 2024-2025 revised estimates to the 2025-2026 estimates:

Classroom Teachers have increased \$4.5M or 2.9%.

Supply Staff has increased \$0.8M or 8.6%.

Educational Assistants have increased \$1.4M or 7%.

Early Childhood Educators have increased \$125,000 or 2.3%.

Textbooks and Supplies have decreased \$0.8 or 9.5%.

Professionals / Paraprofessionals have decreased \$140,000 or 1.3%.

Library and Guidance have increased \$140,000 or 3.9%.

Staff Development has decreased \$0.6 or 32.3%.

Principals and Vice Principals have increased \$350,000 or 2.8%.

Coordinators and Program Teacher Support has increased \$170,000 or 3.2%.

Director and Supervisory Officers have decreased \$22,000 or 2.5%.

Board Administration has increased \$210,000 or 2.7%.

Transportation has increased \$130,000 or 0.6%.

School Operations and Maintenance has increased \$0.5M or 1.6%.

Other Non-Operating Expenses have decreased \$0.7M or 21.9%.

The 25-26 Preliminary Operating Budget Expenditures of \$318.6M, exceeds the 24-25 Revised Estimates operating expenditures of \$312.7M by \$5.9M or 1.9%.

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.

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4.2 2025-2026 Preliminary Capital Budget- Revenues and Expenditures

Manager Carson presented the 2025-2026 preliminary capital budget – revenue and expenditures report. The 2025-2026 preliminary capital budget- capital revenues of \$24.2M, are balanced to the capital expenditures of \$24.2M. For 2025-2026, the school renewal allocation is \$4.4M, an increase of \$18,000 or 0.4%, as compared to the 2024-2025 revised estimates amount of \$4.4M.

The school condition improvement allocation is \$16.8M, an increase of \$80,000 or 0.5%, as compared to the 2024-2025 revised estimates amount of \$16.7M. The funding from each source matches the expenses.

Superintendent Young noted that the revenue matches expenses the expenses on the capital budget. There is a \$100K increase in 2025-2026, that is less than 0.5% of an increase. We will be doing less work this year with the money provided in comparison to last year. The Ministry doesn't flow us the money until we can prove it as spent, then the Ministry bundles the debt up, as they get a better rate, they then funnel us the interest to make the payments.

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

5. ACTION ITEMS

5.1 2025-2026 Budget and Recommendation for Approval

Manager Carson presented the 2025-2026 budget and recommendation for approval report. The 2025-2026 preliminary operating budget revenue totaling \$316.2M was presented at the June 4, 2025, Committee of the Whole (Budget) meeting. The 2025-2026 preliminary operating budget expenditures totals \$318.6M.

The 2025-2026 preliminary capital budget revenues and expenditures total \$24.2M. The Ministry requires school boards to submit a consolidated Public Sector Accounting Board ("PSAB") budget. The operating revenue is \$316.2M, and the capital is \$24.2M.

There are PSAB adjustments for capital, and school generated funds. 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 \$4.3M deficit.

The compliance report excludes some of the PSAB adjustments, the main one being the amortization of ARO of \$1.7M, leaving us with a deficit of \$2.5M for compliance purposes.

Superintendent Young discussed the appendices.

Chair Godkin opened the floor to questions and discussion ensued.

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MOTION: That the Board approve the 2025-2026 Budget prepared on a PSAB basis with total revenues of \$342.7M and total expenditures of \$347M.

MOVED BY: Trustee Ruttan.

Chair Godkin asked if there were any objections to the motion, there were two objections to the Motion as presented. *The motion is passed with two dissenting members.*

5.2 2026-2027, 2027-2028 Deficit Elimination Plan

Superintendent Young presented the deficit elimination plan. Ontario Regulation 280/19 allows for an exception to the requirement of a balanced budget providing that the board: (a) has sufficient accumulated surplus to fund the deficit, (b) has a deficit budget that is less than 1% of its operating revenues and (c) the board submits a deficit elimination plan for approval. The Board currently has \$19.9 million in unallocated accumulated surplus to fund a deficit elimination plan. Appendix A details the two-year deficit elimination plan for the years 2026-2027 and 2027-2028. Superintendent Young discussed Appendix A.

Chair Godkin opened the floor to questions and discussion ensued.

MOTION: That the Board approve the 2026-2027, 2027-2028 Deficit Elimination Plan as outlined in Two Year Deficit Elimination Plan.

MOVED BY: Trustee Ruttan.

Chair Godkin asked if there were any objections to the motion, there were no objections to the Motion as presented. Carried.

6. OTHER BUSINESS

None at this time.

7. ADJOURNMENT

MOTION: To adjourn the meeting.

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

The meeting adjourned at 7:45 pm.

Limestone District School Board

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Administrative Report: Operational Plan: Integrated Technology Services (ITS)

Regular Board Meeting

June 18, 2025

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

This report updates Trustees on the Integrated Technology Services (ITS) Operational Plan and how it supports the goals of the LDSB Strategic Plan. The plan is aligned with the LDSB Strategic plan to improve student participation/engagement in class time, and time focused on learning; improving literacy and math learning and achievement; improving preparedness for future success; improving responsiveness and service to families, staff, and community partners; and aligning board resources to support improved student achievement, learning and well-being.

Actions in the ITS Operational Plan help to advance the following high-leverage strategies from the LDSB Strategic plan:

- Provide schools with tools to further support a service orientation and to enhance positive school cultures;
- Increase availability of single-source data to encourage data-based decision-making;
- Support the capacity of administrators and school teams to analyze and interpret data as guidance for implementing impactful student achievement plans; and
- Identify and mitigate systemic, structural, and attitudinal barriers or impediments through increased use of data to improve student learning, achievement, and well-being.

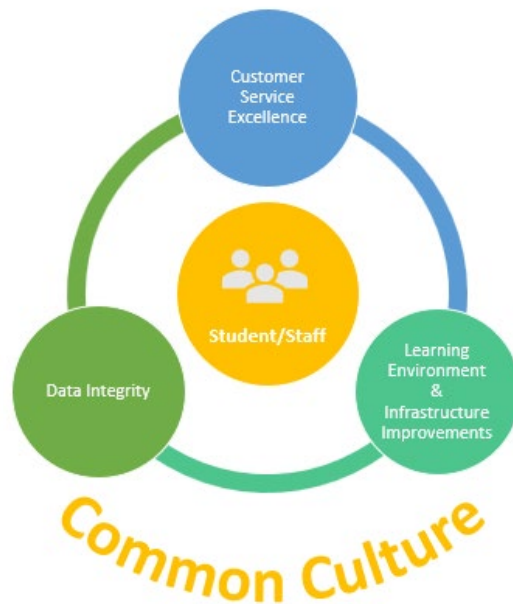
Background

The ITS operational plan is divided into three pillars that drive our primary objectives of supporting the goals identified in the LDSB Strategic Plan. Each of the ITS pillars, Customer Service Excellence, Data Integrity, and Learning Environment & Infrastructure Improvements, has a list of specific goals. These sub-goals are informed by the LDSB Strategic Plan, the Corporate Services Staff survey, and continuous feedback from the Senior Team, employees, students, and families. Each sub-goal is developed into detailed project plans, change initiatives or digital transformations depending on their scope, impact, and detailed deliverables.

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On January 22, 2025 Information Technology Services restructured and rebranded to become the new Integrated Technology Services. The rebranded ITS Department emphasizes the holistic integration of technology in both the academic and operations areas of the Board.

The ITS restructuring acknowledges the evolution of different streams of work within the department and positions it within two collaborative divisions:

- Information and Communications Technology (ICT)
- Innovation and Digital Transformation (IDT)

Current Status

ITS Operational Plan Pillar: Data Integrity

Sub-Goal: Improve data literacy, governance and compliance across LDSB corporate systems.

Actions:

- Provide data as information for guidance for data-based decision-making across the organization;
- Implement new processes and training to achieve greater data accuracy and Ministry compliance for Student Information System (SIS) related data and OnSIS (Ontario SIS) reporting; and

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- Document, review and understand how people in the organization use data, and maintain the security and privacy of that data, with appropriate access levels.

ITS Operational Plan Pillar: Learning environment and Infrastructure Improvements

Sub-Goal: Set up staff and students for success with technology and corporate systems.

Actions:

- Working toward achieving consistent learning spaces for all students through the identification of necessary IT equipment to support high-quality teaching and learning in every learning space and achieving greater equity across the system and within schools; and
- Set up staff for success with training on various IT systems when they come to LDSB and/or change roles.

Sub-Goal: Promote technology innovation along with providing technology stability within LDSB.

Actions:

- Promoting Innovation within LDSB;
- Ensure LDSB's ability to prevent and/or respond and recover from an event that negatively affects business operations (.e.g. cyber incident);
- Reliable Device and Learning Resource Management; and
- Electronic file storage and electronic records management.

ITS Operational Plan Pillar: Customer Service Excellence

Sub-Goal: Provide technology solutions to improve support and communication for staff, students and families.

Actions:

- Provide Consistent and Safe Communication Systems for all schools;
- To improve the ITS support model;
- ITS communication improvements to system about tools resources and outages; and
- Create a "one stop shop" for employees to access support and resources from across the organization.

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Next Steps and Communication Plan

The majority of the ITS Operational Plan goals have been translated into project plans and departmental or system change initiatives, all of which align with, and support, the larger goals in the LDSB Strategic Plan.

The goals of ensuring reliable devices, learning resource management, and creating consistent learning spaces for all students require a continuous investment by LDSB. A comprehensive technology purchasing roadmap has been developed, but it is not automatically achievable based on current Ministry funding levels.

We are making progress on the myLDSB project, the “one-stop shop” for employees to access support and resources, which was informed by the first Corporate Services survey for staff, but the timeline on this, and many other projects, was pushed due to the cyber incident.

Following the cyber incident, some projects that were in the queue have been prioritized, and timelines have been accelerated due to cybersecurity needs. Examples include a new organization-wide electronic file storage solution, a consistent electronic records management solution, and continuous refresh of devices to ensure all equipment complies with cybersecurity standards.

Currently, a second Corporate Services survey is scheduled, and this feedback will be used to help develop a refreshed ITS Operational plan over the course of 2025-26 that will continue to support the LDSB Strategic Plan.

Recommendations

That this report be received for information.

Prepared by: Kelvin MacQuarrie, Manager of Information & Communications Technology, Laura Alward, Manager of Innovation and Digital Transformation, and Steve Hedderson, Associate Superintendent of Curriculum and Program Services: Math Focus

Reviewed by: Krishna Burra, Director of Education

Limestone District School Board

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

Administrative Report: Math Achievement Action Plan Update

Regular Board Meeting

June 18, 2025

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

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

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

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

Background

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

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

Phase I of the LDSB Math Achievement Action Plan featured the introduction of the primary equity building strategy of 15 minutes of daily procedural fluency instruction and practice in every K-8 mathematics classroom, involving targeted assessment, and responsive instructional planning.

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

This school year, two new phases of the LDSB Math Achievement Action Plan were introduced:

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

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

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

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

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

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

Current Status

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

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

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

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Since the last update in March 2025:

- Additional meetings have been held with the Provincial Math Lead to discuss data analysis, impact of current improvement strategies, and key performance indicators to support the LDSB Math Achievement Action Plan;
- Strategic planning sessions with other board Math Leads and teams from across the province;
- School-Based Math Facilitators and Learning Partners have been supporting educators in schools in gathering content diagnostic data to plan for meaningful math learning and assist in closing achievement gaps, with particular attention on students with modifications or recently removed from modifications;
- School-Based Math Facilitators and Learning Partners also continue to support math-related professional learning sessions for educators at staff meetings, “lunch and learns,” and Professional Activity Days;
- Weekly meetings and capacity building with School Math Facilitators and ongoing learning and support for Learning Partners about the Math Achievement Action Plan strategies;
- Professional learning focus on fluency tasks and supporting the use of concrete and visual representations for students;
- The Math Team facilitated a book club for educators based on *Figuring out Fluency* by Jennifer Bay-Williams;
- 11 educators attended the Ontario Association of Mathematics Educators (OAME) professional learning conference and are bringing that learning back to the system;
- Professional learning for Intensive Support Teachers (ISTs) on how to support targeted fluency learning, classroom fluency learning, and progress monitoring in math for students with special education needs;
- Grade 5 pilot of students at some different schools solving a common task, with educators engaged in moderated marking to identify students’ understanding and help establish the grade level standard as part of a broader process for 2025-26;
- Continued growth in cross-panel mathematics learning with educators from Grades 7 to 9;
- Some elementary schools have had access to targeted math tutoring support for Grades 3 and 6 students currently achieving below the provincial standard, closing gaps in preparation for the primary and junior EQAO assessments;
- Some tutors have also 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 Grade 9 math.
- School Leadership Teams continue to learn how to use achievement and indicator data at their

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school to provide responsive supports for students and staff in the core academic skills;

- The Math Team has been researching and considering how best to broaden the use of artificial intelligence (AI) to support equity and excellence in student learning and achievement with an emphasis on accelerating growth;
- Continued collaboration with the Indigenous Education Team to engage with secondary students on the land in math learning;
- Regular sharing of resources to support learning through school and central communications;
- Continued learning with the use of two key digital math tools: MathUP and Knowledgehook (accessible to students at home) that support students' development of intended curricular outcomes and support educator capacity in knowing mathematics for teaching; and,
- More schools hosted Family Math Nights to share math learning happening in their schools, and practice fun, interactive games they can play at home with their children that support mathematical literacy development.

The LDSB Math Team remains engaged with the Provincial Math Team, collaborates with other boards, and continues to develop resources to support educators and students. It has also facilitated a variety of in-person and virtual professional learning sessions for educators and administrators. School administrators are in the process of reporting a variety of qualitative and quantitative data as part of monitoring their Student Achievement Plans. Various data from these reports will be used as part of the final report to the Ministry. Further metrics will be shared in the Board meeting.

PROVINCIAL METRICS

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

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

Next Steps and Communication Plan

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- The Ministry confirmed that board will continue with Math Achievement Action Plans during the 2025-26 school year with the same priority schools;
- Given the late arrival of the 2025-26 school year budget, the staffing of the 2025-26 Math Action Team is ongoing;
- Share the final report on the 2024-25 LDSB Math Achievement Action Plan with the Provincial Math Action Team in mid-July;
- Prepare for the introduction of targeted use of a new complementary digital math tool that uses AI to support the implementation of the LDSB Instructional Progression of Mathematics;
- Update the well-used 5-day fluency plans to support math teachers K-9;
- Update monthly math newsletters for 2025-26;
- Update Family Math Kits used by schools to facilitate Family Math Nights so these opportunities can continue in 2025-26;
- Reviewing the “Early Number Quantity and Counting Diagnostic” (if new Kindergarten curriculum is released) to ensure alignment;
- Expand work from the Grade 5 spring pilot of common formative assessments that provide a pulse check on students’ understanding of specific math concepts and help clarify the grade level standard for math achievement (Level 3); and
- Continue to gather, analyze, and use a variety of data as guidance to ensure the Math Achievement Action Plan is responsive to the needs of students, educators, administrators, and families in service of better math outcomes for students.

Recommendations

That this report be received for information and endorsement.

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

Reviewed by: Krishna Burra, Director of Education

Limestone District School Board

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Indigenous Education Committee (IEC) Meeting Minutes

September 24, 2024

Public Meeting

Roll Call:

Trustees:	Members:
B. Godkin	Present: Mandy Smart (Mohawk Traditional Knowledge Keepers from Tyendinaga) Crystal Loft (Mohawk Traditional Knowledge Keepers from Tyendinaga) Jessi DiRocco (LDSB – Elementary Indigenous Reengagement Teacher) Patrick Vanderholst (LDSB – Secondary Indigenous Reengagement Teacher) Taylor Arndt (KNCLN – River Program) Scot Gillam (LDSB – Superintendent) Liz Coates (Kingston Frontenac Public Library) Bond Strand (LDSB – Elementary Teacher – Bridge Program) Lindsay Morcom (Queen’s & Ardoch First Nation) Lorrie Larock (Youth Wellness Hubs of Ontario – One Roof) Mary-Jane Vincent (LDSB – Indigenous Support Worker) Shannon Tyner (LDSB – Secondary Principal – Ernestown Secondary School) Alison Billings (Parent/Caregiver Representative) Danka Brewer (Shabot Obaadjiwan Omaamiwininii Community) Gillianne Mundell (Elementary Land Based Indigenous Education Teacher) Liv Rondeau (LDSB – Vice Principal of Indigenous Education) Martha Duncan (LDSB – Elementary Principal – Fairfield Elementary School) Deb St. Amant (Queen’s University & Grandmother’s Council, LDSB Cultural Advisor) Kaycie Brant (Parent/Caregiver Representative)

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Trustees:	Members:
K. Maracle	Regrets: Pat Brinklow (Mohawks of the Bay of Quinte) Jayme Blondin (Sexual Assault Centre – Kingston) Kristen Lemay (Kingston Frontenac Public Library) Nathan Cheechoo (Parent/Caregiver Representative) Linda Cory (Kagita Mikam) Martina Kataquapit (Parent/Caregiver Representative) Romaine Mitchell (Ministry of Ontario) Michelle Nyamekye (LDSB – River Teacher) Mary-Ann Lyons (St. Lawrence College) Willow Prue (LDSB – Indigenous Student Support Counselor) Brandon Maracle (Kingston Native Centre and Languages Nest) Sandy Maracle (Mohawks of the Bay of Quinte) Tasha Wallace (Parent/Caregiver Representative) Garnet Armand Ruffo (Parent/Caregiver Representative) Lindsay Rogers (Highland Waters Métis Council) Cristina Warner (HomeBase Housing) Mel Urquhart (Youth Diversion) Rachel Kolosov (LDSB Indigenous Student Trustee) Géorgie Gagné

1. WELCOME

Crystal Loft and Mandy Smart opened the meeting.

2. INTRODUCTIONS

Introductions were made around the circle.

3. ADOPTION OF THE AGENDA

MOVED BY: Consensus of IEC that the agenda be approved. Carried.

4. APPROVAL OF MINUTES

MOVED BY: Consensus of IEC that the May 28, 2024, IEC Minutes be approved. Carried.

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5. INDIGENOUS TEAM UPDATES

Vice Principal Liv Rondeau, and Indigenous Reengagement Teachers Jessi DiRocco and Patrick Vanderholst presented an update on the latest activities and achievements of the Indigenous Team within LDSB.

Indigenous Education September Programming

- Orange Shirt Day and the National Day for Truth and Reconciliation on September 30th
- Resilience and Reclamation Day of Learning at LaSalle Intermediate and Secondary School
- Indigenous Education & Math Professional Development at Gould Lake
- Radical Stitch Exhibit at the National Gallery of Canada
- WritersFest with David A. Robertson
- Kanyen'kéha Programming – Elementary & Secondary
- Anishinaabemowin Programming – Seeking a Teacher
- Indigenous Family Nights
- Year Long Land-Based Learning

Priority Areas for 2024-2025

- **Indigenous Student Leadership Circle:** The Team highlighted the importance of the Indigenous Student Leadership Circle, noting its growth and the development of a credit course to validate students' time and efforts in cultural engagement and leadership activities. The Team also discussed the expansion of the Indigenous Student Leadership Circle, highlighting its increased engagement and the positive impact on indigenous students' self-esteem and leadership skills.
- **Recognized Experiential Learning Credit (RELC):** The development of a credit course was mentioned as a significant advancement, aiming to formally recognize and validate the time and efforts students invest in cultural engagement and leadership activities within the circle.
- **Professional Development (PD) for Administrators:** The Team emphasized the commitment to supporting PD for administrators this year. This initiative aims to enhance support not only for administrators but also for the entire school community. By supporting administrators and highlighting the importance of this work, administrators can lead their schools in engaging teachers in truth and reconciliation efforts.

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6. BOARD ACTION PLAN (BAP)

The Indigenous Team discussed the revised Ministry of Education's Priority Areas for the Board Action Plan:

- 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
- Culturally-responsive well-being supports

IEC Members were encouraged to contribute their perspectives on the priority areas, with the team providing opportunities for input through discussions and written feedback. This collaborative approach aimed to gather diverse insights to inform the Board Action Plan.

The Team's goal is to utilize the input gathered to enrich and tailor educational programming that meets the needs of indigenous students, ensuring that initiatives are culturally relevant and supportive of their academic success.

7. MEMBER UPDATES

Members shared updates from their communities or organizations.

8. CORRESPONDENCE

Superintendent Scot Gillam provided an update on the correspondence received by the Chair of the Board, Robin Hutcheon, in early September. The concerns mentioned in the correspondence were addressed by the IEC in the Spring of 2024. Since no new information has been received, the IEC has confirmed that the questions were answered in the last correspondence, and no further response is required at this time.

9. NEXT MEETING DATE

Tuesday, November 26, 2024

10. CLOSING

Crystal Loft and Mandy Smart closed the meeting.

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Indigenous Education Committee (IEC) Meeting Minutes

November 26, 2024

Public Meeting

Roll Call:

Trustees:	Members:
B. Godkin J. Maracle	Present: Mandy Smart (Mohawk Traditional Knowledge Keepers from Tyendinaga) Crystal Loft (Mohawk Traditional Knowledge Keepers from Tyendinaga) Jessi DiRocco (LDSB – Elementary Indigenous Reengagement Teacher) Patrick Vanderholst (LDSB – Secondary Indigenous Reengagement Teacher) Scot Gillam (LDSB – Superintendent) Liz Coates (Kingston Frontenac Public Library) Lindsay Morcom (Queen’s & Ardoch First Nation) Martina Kataquapit (Parent/Caregiver Representative) Shannon Tyner (LDSB – Secondary Principal – Ernestown Secondary School) Danka Brewer (Shabot Obaadjiwan Omaamiwininii Community) Liv Rondeau (LDSB – Vice Principal of Indigenous Education) Martha Duncan (LDSB – Elementary Principal – Fairfield Elementary School) Deb St. Amant (Queen’s University & Grandmother’s Council, LDSB Cultural Advisor) Géorgie Gagné Mel Urquhart (Youth Diversion) Michelle Nyamekye (LDSB – River Teacher) Nathan Cheechoo (Parent/Caregiver Representative) Tasha Wallace (Parent/Caregiver Representative)

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Trustees:	Members:
	Regrets: Bond Strand (LDSB – Elementary Teacher – Bridge Program) Patty Brinklow (Mohawks of the Bay of Quinte) Jayne Blondin (Sexual Assault Centre – Kingston) Kristen Lemay (Kingston Frontenac Public Library) Linda Cory (Kagita Mikam) Romaine Mitchell (Ministry of Ontario) Mary-Ann Lyons (St. Lawrence College) Willow Prue (LDSB – Indigenous Student Support Counselor) Brandon Maracle (Kingston Native Centre and Languages Nest) Sandy Maracle (Mohawks of the Bay of Quinte) Taylor Arndt (KNCLN – River Program) Garnet Armand Ruffo (Parent/Caregiver Representative) Lindsay Rogers (Highland Waters Métis Council) Cristina Warner (HomeBase Housing) Rachel Kolosov (LDSB Indigenous Student Trustee) Alison Billings (Parent/Caregiver Representative) Lorrie Larock (Youth Wellness Hubs of Ontario – One Roof) Mary-Jane Vincent (LDSB – Indigenous Support Worker) Kaycie Brant (Parent/Caregiver Representative) Gillianne Mundell (Elementary Land Based Indigenous Education Teacher)

1. WELCOME

Crystal Loft and Mandy Smart opened the meeting.

2. INTRODUCTIONS

Introductions were made around the circle.

3. ADOPTION OF THE AGENDA

MOVED BY: Consensus of IEC that the agenda be approved. Carried.

4. APPROVAL OF MINUTES

MOVED BY: Consensus of IEC that the September 24, 2024, IEC Minutes be approved. Carried.

Limestone District School Board

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

5. INDIGENOUS TEAM UPDATES

Vice Principal Liv Rondeau, and Indigenous Reengagement Teachers Jessi DiRocco and Patrick Vanderholst presented an update on the latest activities and achievements of the Indigenous Team within LDSB.

Updates from the Indigenous Education Team included :5 days of Professional Development at Gould Lake, lacrosse workshops with Dawn Maracle and Mekwan Tulpin, loom beading projects in Grade 9 math classes, continued support for NAC10 and NBE 3U/C/E classes, year-long land-based learning projects, and support of the New Teacher Induction Program.

6. BOARD ACTION PLAN (BAP)

Committee Members were given time to review the Board Action Plan. They worked in small groups to review the 22 initiatives that will be reported on in the BAP. After working in small groups, they were able to provide feedback through a group discussion. The feedback was recorded and will be added to the final version of the BAP which the IEC will be asked to sign-off on.

7. MEMBER UPDATES

Members shared updates from their communities or organizations.

8. CORRESPONDENCE

A letter discussing concerns regarding the IEC and its practices, dated October 29, 2024, was shared with IEC. Concerns discussed included the annual review of membership, the number of current parent/caregiver members, the application process itself, and non-member participation. Each item was discussed by the IEC and general consensus was reached on a response to the concerned individual. The response was to be delivered by Co-Facilitators Superintendent Gillam and Trustee Maracle.

9. NEXT MEETING DATE

Tuesday, January 28, 2025

10. CLOSING

Crystal Loft and Mandy Smart closed the meeting.

Limestone District School Board

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Indigenous Education Committee (IEC) Meeting Minutes

January 28, 2025

Public Meeting

Roll Call:

Trustees:	Members:
B. Godkin J. Maracle	Present: Bond Strand (LDSB – Elementary Teacher – Bridge Program) Brandon Maracle (Kingston Native Centre and Languages Nest) Danka Brewer (Shabot Obaadjiwan Omaamiwininii Community) Deb St. Amant (Queen’s University & Grandmother’s Council, LDSB Cultural Advisor) Gillianne Mundell (Elementary Land Based Indigenous Education Teacher) Jessi DiRocco (LDSB – Elementary Indigenous Reengagement Teacher) Kaycie Brant (Parent/Caregiver Representative) Lindsay Rogers (Highland Waters Métis Council) Liv Rondeau (LDSB – Vice Principal of Indigenous Education) Liz Coates (Kingston Frontenac Public Library) Lorrie Larock (Youth Wellness Hubs of Ontario – One Roof) Martha Duncan (LDSB – Elementary Principal – Fairfield Elementary School) Mel Urquhart (Youth Diversion) Michelle Nyamekye (LDSB – River Teacher) Patrick Vanderholst (LDSB – Secondary Indigenous Reengagement Teacher) Patty Brinklow (Mohawks of the Bay of Quinte) Rachel Kolosov (LDSB Indigenous Student Trustee) Sandy Maracle (Mohawks of the Bay of Quinte) Scot Gillam (LDSB – Superintendent) Shannon Tyner (LDSB – Secondary Principal – Ernestown Secondary School) Tasha Wallace (Parent/Caregiver Representative) Taylor Arndt (KNCLN – River Program) Guests: Krishna Burra – LDSB Director Alison McDonnell – LDSB Superintendent Ellyn Lambert – LDSB Research and Data Analyst Laura Gillam – LDSB Research and Data Analyst

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Trustees:	Members:
	Regrets: Alison Billings (Parent/Caregiver Representative) Cristina Warner (HomeBase Housing) Crystal Loft (Mohawk Traditional Knowledge Keepers from Tyendinaga) Garnet Armand Ruffo (Parent/Caregiver Representative) Géorgie Gagné Jayme Blondin (Sexual Assault Centre – Kingston) Kristen Lemay (Kingston Frontenac Public Library) Linda Cory (Kagita Mikam) Lindsay Morcom (Queen’s & Ardoch First Nation) Mandy Smart (Mohawk Traditional Knowledge Keepers from Tyendinaga) Martina Kataquapit (Parent/Caregiver Representative) Mary-Jane Vincent (LDSB – Indigenous Support Worker) Nathan Cheechoo (Parent/Caregiver Representative) Willow Prue (LDSB – Indigenous Student Support Counselor)

1. WELCOME

Trustee Jamie Maracle opened the meeting.

2. INTRODUCTIONS

Introductions were made around the circle.

3. ADOPTION OF THE AGENDA

MOVED BY: Consensus of IEC that the agenda be approved. Carried.

4. APPROVAL OF MINUTES

MOVED BY: Consensus of IEC that the November 26, 2024, IEC Minutes be approved. Carried.

5. INDIGENOUS TEAM UPDATES

Vice Principal Liv Rondeau, and Indigenous Reengagement Teachers Jessi DiRocco and Patrick Vanderholst presented an update on the latest activities and achievements of the Indigenous Team within LDSB.

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6. 2025 Student Census Consultation – Ellyn Clost-Lambert and Laura Gillam

LDSB Research and Data Analysts, Ellyn Clost-Lambert and Laura Gillam, provided a comprehensive review of the 2025 Student Census and sought feedback from IEC members on the questions related to Indigenous education.

7. MEMBER UPDATES

Members shared updates from their communities or organizations.

8. NEXT MEETING DATE

Tuesday, January 28, 2025

9. CLOSING

Trustee Jamie Maracle closed the meeting.

Limestone District School Board

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

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Indigenous Education Committee (IEC) Meeting Minutes

March 18, 2025

Public Meeting

Roll Call:

Trustees:	Members:
J. Maracle	Present: Alison Billings (Parent/Caregiver Representative) Crystal Loft (Mohawk Traditional Knowledge Keepers from Tyendinaga) Mandy Smart (Mohawk Traditional Knowledge Keepers from Tyendinaga) Gillianne Mundell (Elementary Land Based Indigenous Education Teacher) Jessi DiRocco (LDSB – Elementary Indigenous Reengagement Teacher) Kaycie Brant (Parent/Caregiver Representative) Liv Rondeau (LDSB – Vice Principal of Indigenous Education) Liz Coates (Kingston Frontenac Public Library) Patrick Vanderholst (LDSB – Secondary Indigenous Reengagement Teacher) Patty Brinklow (Mohawks of the Bay of Quinte) Rachel Kolosov (LDSB Indigenous Student Trustee) Scot Gillam (LDSB – Superintendent) Tasha Wallace (Parent/Caregiver Representative) Guests from Indigenous Student Leadership Circle: Elijah Ward, Kingston Secondary School (KSS) Annie McLeod, Frontenac Secondary School (FSS)

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Trustees:	Members:
B. Godkin	Regrets: Bond Strand (LDSB – Elementary Teacher – Bridge Program) Brandon Maracle (Kingston Native Centre and Languages Nest) Danka Brewer (Shabot Obaadjiwan Omaamiwininii Community) Deb St. Amant (Queen’s University & Grandmother’s Council, LDSB Cultural Advisor) Cristina Warner (HomeBase Housing) Garnet Armand Ruffo (Parent/Caregiver Representative) Géorgie Gagné Jayme Blondin (Sexual Assault Centre – Kingston) Kristen Lemay (Kingston Frontenac Public Library) Linda Cory (Kagita Mikam) Lindsay Morcom (Queen’s & Ardoch First Nation) Martina Kataquapit (Parent/Caregiver Representative) Mary-Jane Vincent (LDSB – Indigenous Support Worker) Nathan Cheechoo (Parent/Caregiver Representative) Willow Prue (LDSB – Indigenous Student Support Counselor) Lindsay Rogers (Highland Waters Métis Council) Lorrie Larock (Youth Wellness Hubs of Ontario – One Roof) Martha Duncan (LDSB – Elementary Principal – Fairfield Elementary School) Mel Urquhart (Youth Diversion) Michelle Nyamekye (LDSB – River Teacher) Sandy Maracle (Mohawks of the Bay of Quinte) Shannon Tyner (LDSB – Secondary Principal – Ernestown Secondary School) Taylor Arndt (KNCLN – River Program)

1. WELCOME

Crystal Loft and Mandy Smart (Mohawk Traditional Knowledge Keepers from Tyendinaga) opened the meeting.

2. INTRODUCTIONS

Introductions were made around the circle.

3. ADOPTION OF THE AGENDA

MOVED BY: Consensus of IEC that the agenda be approved. Carried.

4. APPROVAL OF MINUTES

MOVED BY: Consensus of IEC that the January 28, 2025, IEC Minutes be approved. Carried.

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5. INDIGENOUS TEAM UPDATES

- Gillianne Mundell, Elementary Land Based Indigenous Education Teacher, provided an overview of her role and the work she is currently completing in schools.
- Liv Rondeau, Vice Principal of Indigenous Education, provided a high-level overview of some of the work the team has been supporting since our last meeting. This included French and Indigenous Professional Development for teachers, Indigenous-specific projects at Katarokwi Learning Centre (KLC), Bayridge Public School, Holsgrove Public School, Bath Public School, Molly Brant Elementary School, and J.R. Henderson Public School, as well as work with NBE teachers. Liv also referenced the work we are continuing with our community members like Mandy Smart, Crystal Loft, Deb St. Amant, Carleigh Milburn, Gail Brant, Dianne Sedore, and Terri Ward.
- Jessi DiRocco, Elementary Indigenous Reengagement Teacher, provided an update on the Indigenous Student Leadership Circle. Jessi reviewed the program and the monthly face-to-face activities, as well as the upcoming leadership camping trip to Camp Muskoka at the end of March. Jessi and Pat Vanderholst, FNMI Support Teacher and Grad Coach, also discussed the Recognition of Experiential Learning Credit (RELC) being offered to the members of the Indigenous Student Leadership Circle.
- Rachel Kolosov, Indigenous Student Trustee, Elijah Ward, Indigenous Student Leadership Circle, KSS student, and Annie McLeod, Indigenous Student Leadership Circle, FSS student, described their favourite parts of being involved in the Indigenous Student Leadership Circle.
- Superintendent Gillam provided an overview of the Board Action Plan (BAP) SharePoint document and reviewed several of the initiatives and the process for confirming the BAP. The BAP will be shared with all IEC members prior to the May 27, 2025, IEC Meeting for final discussion and signing off. Questions or concerns can be shared with Superintendent Gillam prior to the May meeting to expedite the work that evening.

6. PLANNING AND INPUT FOR 2025-2026

- Members of the IEC will be asked to bring their thoughts to the May 27, 2025, IEC Meeting for a discussion around new initiatives and supports that might be part of the BAP moving forward. A reminder email will be sent out prior to the meeting.
- Indigenous community members will be asked to confirm their participation at the May 27, 2025, IEC Meeting and any new organization representatives can be confirmed at this time as well. Organization representatives are responsible for connecting with their supervisors to confirm their continued participation.

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- Superintendent Gillam will reach out to the six parent/caregiver representatives to determine their continued participation for next year. Any vacancies will be filled by a process to be determined and approved by consensus of the IEC. During this meeting, it was discussed that vacancies could be filled by an expression of interest process that will come to the whole of IEC for decision. This will be confirmed on May 27, 2025.
- IEC members will be asked to come to the May 27, 2025, meeting prepared to review and adjust any necessary items on the Terms of Reference. Determining the process for filling vacancies for the parent/caregiver role is one item that will be discussed and finalized.

7. MEMBER UPDATES

Members shared updates from their communities or organizations.

8. NEXT MEETING DATE

Tuesday, May 27, 2025

9. CLOSING

Crystal and Mandy (Mohawk Traditional Knowledge Keepers from Tyendinaga) closed the meeting.

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

April 16, 2025 - Cancelled Meeting - Held on May 22, 2025

Meeting held at Algonquin & Lakeshore Catholic District School Board

Roll Call:

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

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1. WELCOME

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

Chair McGregor read the Acknowledgement of Territory:

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

2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

MOVED BY Trustee Tiffany Lloyd that the March 19, 2025, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Behaviour Analysts with LDSB – Jess Janssens and Katherine Coles delivered a presentation outlining their role as Behaviour Analysts. They noted that Behaviour Analysts are regulated health professionals registered with the College of Psychologists and Behaviour Analysts of Ontario. Currently, there are two Behaviour Analysts within LDSB.

Within the Behaviour Analyst role, there are two primary areas of focus: Consultation and Professional Development.

Consultation:

- May consist of a behavioural assessment or brief consultation.
- Provide a Behaviour Service Plan consisting of recommendations to support the student.
- Model and coach school staff on the implementation of recommendations.
- Review data and monitor progress.

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The consultation service delivery model begins with referrals received through the Intensive Support Teacher (IST) Team for students exhibiting behaviours that interfere with school success, often involving safety concerns.

Upon receiving a referral, consent is obtained from caregivers, and initial information is gathered to determine the most appropriate service model. This may include conducting a Functional Behavioural Assessment (FBA), which involves observations, interviews, data collection, and analysis to identify behavioural patterns and environmental influences.

Based on the findings, a Behaviour Service Plan is developed with targeted recommendations and strategies to support the student in acquiring socially significant skills. Behaviour Analysts collaborate closely with school staff to implement these strategies and ensure they are practical and effective. Ongoing monitoring through data collection and observation is conducted to assess the impact of the interventions.

In addition to individual student consultations, Behaviour Analysts also provide classroom-wide consultation to support educators in implementing universal classroom management strategies.

Professional Development:

- Sessions for small or larger school teams.
- Focus on building capacity in applying Applied Behaviour Analysis (ABA) strategies.
- Opportunities for discussion and practice.
- Focus on relationship and rapport building and skill building.

A focus was placed on building educator capacity in applying Applied Behaviour Analysis (ABA) within schools. Professional development sessions are tailored to the needs of various educational staff—including teachers, Early Childhood Educators (ECEs), Educational Assistants (EAs), administrators, and support staff—based on input gathered prior to each session.

The topics covered may include an introduction to ABA, reinforcement strategies, skill-building techniques, preventative and environmental strategies, data collection, and relationship and rapport building. Sessions are interactive, offering opportunities for staff to practice skills, ask questions, and collaboratively problem-solve challenges.

Over recent school years, a variety of professional development sessions have been delivered to school teams, IST teachers, and EAs, including Y Training. Presentations have also been provided to Educational Services staff on evidence-based curriculums focused on skill development in social-emotional learning and social skills.

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In addition to in-person sessions, support is provided for Geneva Centre learning through the Sonderly platform. Each year, Ministry of Education credits are used to purchase online courses designed for educators. Examples include *Core Teaching Strategies for Autistic Students* and *ADHD in the Classroom*. These courses are assigned throughout the year, with follow-up to support staff learning.

Additional Projects:

- Preschool Life Skills Program.
- Skill acquisition assessments.
- Skill-Based Treatment.

In addition to our primary areas of focus, exploratory work has continued on several new initiatives. This school year, a fourth thesis student from the Honours Behavioural Psychology program at SLC supported the implementation of the Preschool Life Skills Program in a kindergarten classroom. The goal was to assess the program's ease of implementation and effectiveness to determine its potential for broader use across the board.

Planning for the upcoming year includes exploring ways to support educators in using skill acquisition assessments to develop meaningful, student-specific goals.

Over the past two school years, significant focus has also been placed on learning and implementing Skill-Based Treatment, with further details to be shared.

Practical Functional Assessment (PFA) and Skill-Based Treatment (SBT) Overview

Assessment and treatment protocol created by Dr. Greg Hanley to address severe challenging behaviour, teach critical skills and produce socially meaningful outcomes while prioritizing safety, rapport, and televisibility.

Skill-Based Treatment, developed by Dr. Gregory Hanley, is a progressive and compassionate approach focused on teaching individuals meaningful and functional skills to replace challenging behaviours. The approach emphasizes three core values: safety, rapport, and televisibility—the latter referring to interactions being so safe, dignified, and transparent that they could be confidently broadcast publicly. These guiding principles are central to decision-making when selecting procedures to support students.

Practical Functional Assessment (PFA)

The PFA focuses on gaining a comprehensive understanding of the students—not only their challenges, but also what brings them joy and helps them feel safe and connected. This includes identifying what makes the student happy, relaxed, and engaged (HRE), as well as understanding the triggers for challenging behaviour and how to reduce them in a respectful and safe manner.

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The process involves conducting observations and interviews with caregivers and educators to gather insights. This information is then used to prepare for an in-person analysis in a comfortable, preferred environment for the student. The findings inform the development of a highly individualized and compassionate treatment plan rooted in meaningful skill development.

Skill-Based Treatment (SBT)

Following the completion of the PFA, SBT is initiated. This approach uses shaping—reinforcing small steps toward specific goals—and intermittent reinforcement to strengthen and maintain new skills over time.

The focus is on teaching contextually appropriate behaviours that are meaningful and useful in daily life. These may include communication, tolerating delays or denials, relinquishing preferred items, transitioning to workspaces, and completing academic or life skills.

By teaching these skills in a positive and supportive manner, the approach not only reduces challenging behaviours but also promotes independence, confidence, and long-term success.

SBT within Limestone District School Board

- Implemented by Intervention Assistants and supported by school-based EAs.
- Clinical oversight provided by Behavioural Analysts.
- Sessions occur four times per week.
- Sessions occur in a space filled with all the child's favourite things.
- Data is collected throughout to assess progress and guide decision making.
- Generalization occurs after initial teaching (new people, locations).

Within the Limestone District School Board, SBT is implemented by Intervention Assistants and supported by school-based Educational Assistants (EAs). Behaviour Analysts provide clinical oversight from assessment through to treatment to ensure alignment with best practices and intervention effectiveness.

Sessions are conducted four times per week, each lasting one hour, in environments tailored to the students' preferences to promote comfort and engagement. Data is collected during each session to monitor progress and guide decision-making. Following the initial teaching phase, generalization is introduced—allowing students to practice learned skills in new settings, with different people, or during varied activities to support real-world application.

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During the 2023–2024 school year, consultation was received from FTF Behavioral Consulting, led by Dr. Gregory Hanley. This support enhanced the team’s ability to implement PFA and SBT using current, evidence-based practices.

For the 2024–2025 school year, the collaboration with FTF will continue, with a focus on training staff to effectively teach and implement PFA and SBT. This ongoing professional development is key to building long-term team capacity and ensuring sustainable, high-quality interventions.

6.2 Ministry Work Project – Special Education Coordinator Matt Aylsworth and Transition Planning Coordinators: Donna Abbink and Maria Costa provided an in-depth presentation regarding the Supported Workplace Experience Project.

Funded through a Ministry of Education Grant: Removing Barriers for Students with Disabilities – The Supported Workplace Experience Project is a flexible funding source designed to create more opportunities for students with Intellectual Disabilities to meaningfully access and engage in pre-employment skills while gaining job experience. With this funding we have:

- Provided EA job coaching opportunities (EA coverage).
- Provided pre-employment training.
- Provided transportation funding.
- Covered the cost of St. Lawrence College’s Pre-College Adaptive Professional Effectiveness Program (CICE) tuition and transportation (10 students).

Impact and Timeline

The project rolled out in February 2025, with guidelines and support from an on-line, self-guided learning platform (D2L) course that included an employment package, and extensive list of employment partners (job bank), and some activities and resources to explore pre-employment and job attainment/retention in the following areas:

- Strengths-based skills exploration
- Employment skills (onsite and at school)
- Social and communication skills
- Hygiene/life skills
- Time management
- Resume and interview skills
- Transportation training
- Safety/WHMIS training
- Job coaching support

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Community Partnerships

One of the cornerstones of our project was our partnerships with community organizations:

- Employment Training
 - Community Living Kingston and District (2-8 course sessions)
 - Career Edge (In-school employment training)
- St. Lawrence College – CICE
- Management Tool for Experiential Learning (MTEL) and WHMIS support
- Extensive list of employment partners offering co-op and supporting workplace opportunities

Chair McGregor called on SEAC Members for questions.

7. CORRESPONDENCE

None at this time.

8. ASSOCIATION UPDATES

None at this time.

9. OTHER BUSINESS

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

10. NEXT MEETING DATE

Thursday, May 22, 2025 – Algonquin and Lakeshore Catholic District School Board, 151 Dairy Ave., Napanee. LDSB SEAC to start at 5:00 pm.

11. ADJOURNMENT

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

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

May 22, 2025

Meeting held at Algonquin & Lakeshore Catholic District School Board

Roll Call:

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

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1. WELCOME

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

Chair McGregor read the Acknowledgement of Territory:

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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

No minutes to approve at this time.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

No update at this time. A presentation was presented by the Hastings and Prince Edward District School Board during the Tri-Board SEAC Meeting which started at 6:30 pm.

7. CORRESPONDENCE

None at this time.

8. ASSOCIATION UPDATES

8.1 Autism Ontario May Updates – Haley Clark reviewed the update information that was sent in a separate email to all SEAC Members.

9. OTHER BUSINESS

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

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10. NEXT MEETING DATE

June 11, 2025 – Chair Karen McGregor will be absent from the next SEAC meeting. Therefore, Co-Chair Andrea Martin will lead the meeting on June 11, 2025.

11. ADJOURNMENT

*MOVED BY: Helen Simson, Learning Disabilities Association of Kingston, that the meeting adjourn.
Carried.*

The meeting was adjourned at 5:38 pm.