

Agenda – Regular Board Meeting

Wednesday, February 18, 2026 - 6:00 p.m.

Limestone Education Centre
220 Portsmouth Avenue, Kingston, Ontario

Public Viewing: [Join the Live Event](#)

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)** - January 14, 2026
- 4.2. **Education, Policy, and Operations Meeting Minutes (Private)** - February 4, 2026

5. FOR INFORMATION

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

6. REPORT TO PUBLIC SESSION

Limestone District School Board

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

Public Meeting – 6:00 p.m.

Land Acknowledgement: “The Limestone District School Board is situated on the traditional territories of the Anishinaabek 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 **LDSB Continuing Education: A Closer Look at the Personal Support Worker Program** – Principal Kate Myers, Caitlin Turcotte, Krystal Mack and PSW Student Luciana Xavier Vandermeer.

10. PRIVATE SESSION REPORT

11. APPROVAL OF ABSENCES

12. APPROVAL OF MINUTES

- 12.1. **Regular Board Meeting Minutes** – January 14, 2026 (Pages 4-20)
- 12.2. **Education, Policy, and Operations Committee Meeting Minutes** – February 4, 2026 (Pages 21-26)

13. REPORTS FROM OFFICERS

- 13.1. **Chair’s Report**
- 13.2. **Director’s Report**

14. REPORTS

- 14.1. **OPSBA Report** – Trustee McGregor
- 14.2. **Student Trustees’ Report**
- 14.3. **Reports for Action**
 - 14.3.1. **Recommended School Year Calendar 2026-2027** – Associate Superintendent Gollogly (Pages 27-30)
- 14.4. **Reports for Information**
 - 14.4.1. **Trustee Distribution** – Superintendent Young (Pages 31-36)

Limestone District School Board

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15. UNFINISHED BUSINESS

16. NEW BUSINESS

17. CORRESPONDENCE

18. NOTICES OF MOTION

19. ANNOUNCEMENTS

20. COMMITTEE MINUTES FOR INFORMATION

- 20.1. Parent Involvement Committee Meeting Minutes – November 13, 2025 (Pages 37-43)
- 20.2. Indigenous Education Committee Meeting Minutes – November 27, 2025 (Pages 44-47)
- 20.3. Special Education Advisory Committee Meeting Minutes – December 10, 2025 (Pages 48-54)
- 20.4. Special Education Advisory Committee Meeting Minutes – January 21, 2026 (Pages 55-59)

21. FUTURE BOARD MEETING SCHEDULE

- March 11, 2026
- April 1, 2026 (EPOC)
- April 15, 2026
- May 6, 2026 (EPOC)
- May 20, 2026
- June 3, 2026 (EPOC)
- June 17, 2026

22. ADJOURNMENT

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Regular Board Meeting Minutes – January 14, 2026

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin R. Hutcheon T. Lloyd (Vice-Chair) J. Maracle K. McGregor (Chair) J. Morning J. Neill (approved absence) S. Ruttan C. Scott M. Comeau (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee)	K. Burra, Director of Education P. Gollogly, Associate Superintendent C. Young, Superintendent of Business Services M. Crothers, Communications Consultant
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Vice-Chair Lloyd 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. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

Vice-Chair Lloyd 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) – December 3, 2025

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

5. FOR INFORMATION

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

6. REPORT TO PUBLIC SESSION

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

MOTION: That the Board rise and report.

MOVED BY: Trustee Godkin. Carried.

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin R. Hutcheon T. Lloyd (Vice-Chair) J. Maracle K. McGregor (Chair) J. Morning J. Neill (approved absence) S. Ruttan C. Scott M. Comeau (Student Trustee) R. Kolosov (Student Trustee) S. Ismail (Student Trustee)	K. Burra, Director of Education M. Blackburn, Associate Superintendent M. Crothers, Communications Consultant S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
D. Fowler, Manager of Facility Services C. Downie, Assistant Manager of Facility Services P. Carson, Manager of Financial Services	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Limestone District School Board

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Chair McGregor welcomed everyone to the Board Meeting and called the roll. She called upon Trustee Lloyd to provide the Land Acknowledgement: “The Limestone District School Board is situated on the traditional territories of the Anishinaabek 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.

This past fall my sister's garden exploded in zucchini. Now, given that my son and I helped her plant and maintain her garden this year, because her health didn't allow her to do it on her own this time, we were given much of her excess. Excess basil let me stock the freezer with pesto, excess tomatoes were made into sauce, but excess zucchini is a nuance! I told her, “Jessica, you don't give zucchini to people you love!” Now, of course I made use of some of it and found some great recipes, but enough was enough...

In addition to the zucchini, she gave me a copy of *The Serviceberry*. So I laughed when I got to the bit about just this problem. The author described leaving zucchini in mailboxes and stated, “I'm not sure that this could be framed as a gift, but more of a stealthy game of self-preservation.”

If you haven't had the chance, this is a great book that looks at how all of the sustenance that the land provides, regardless of where you obtained it, is a gift from the land. From the zucchini that came from my sister's garden, to the all purpose flour we picked up at Metro, to the tea leaves that made my large steeped tea from Tim Hortons, they all came from the earth, and when we speak of these things not as commodities, but as gifts, our relationship to the natural world changes, and you can begin shifting your mindset from accumulation to knowing when is 'enough' and gifting the rest. Hopefully not more than they need!

I bring this up because land acknowledgements can become something we say routinely without really thinking about it. But when we say, explicitly, that we honour their commitment to this land, I think we can go a step further by honouring and giving thanks to the land itself—not just as a backdrop, but as something living that sustains us. Also to keep learning and listening, to make space for Indigenous knowledge and perspectives, and to remember reciprocity—so that when the land gives more than we need, like a garden full of zucchini, we practice gratitude... and we share.”

7. ADOPTION OF THE AGENDA

*MOVED BY: Trustee Hutcheon and seconded by Trustee Lloyd that the agenda, as presented, be approved.
Carried.*

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8. DECLARATION OF CONFLICT OF INTEREST

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

9. PRESENTATION/DELEGATION

None at this time.

10. PRIVATE SESSION REPORT

Trustee Lloyd stated “Earlier this evening during Private Session:

- The Private Session Minutes were approved from the December 3, 2025, Special Meeting of the Board.
- Associate Superintendent Gollogly provided a Safe Schools update and Director Burra brought a Personnel update. There was no other business conducted, or motions passed in Private Session.”

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

11. APPROVED ABSENCES

Chair McGregor indicated that regrets were received from Trustee Neill to have his absence from tonight’s meeting be approved due to illness.

*MOVED BY: Trustee Godkin and seconded by Trustee Hutcheon that Trustee Neill’s absence be approved.
Carried.*

12. APPROVAL OF MINUTES

Chair McGregor asked for a motion to approve the following minutes:

- 12.1. Annual Board Meeting Minutes – November 19, 2025
- 12.2. Nominations Committee Meeting Minutes – November 24, 2025
- 12.3. Special Board Meeting Minutes – November 24, 2025
- 12.4. Education, Policy, and Operations Committee Meeting Minutes – December 3, 2025
- 12.5. Special Meeting Minutes – December 3, 2025

Trustee Lloyd indicated that she would like to separate 12.2. Nominations Committee Meeting Minutes and 12.3. Special Board Meeting Minutes from November 24, 2025. She shared that she would like to make an amendment to the Special Committees sections of each of these minutes to reflect Trustee Morning’s membership on the Expulsion Hearing/Disciplinary Hearing Committee Pool due to an oversight. Chair McGregor asked for a motion to approve the minutes with the amendment.

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*MOVED BY Trustee Hutcheon and seconded by Trustee Lloyd that the minutes, as amended, be approved.
Carried.*

13. REPORTS FROM OFFICERS

13.1. Chair's Report

Chair McGregor stated: "Good evening, Trustees. I would like to begin by extending a warm welcome back to all families, students, and staff across Limestone. I hope everyone enjoyed a restful and enjoyable winter break. It has been wonderful to see our schools come alive again with students returning to classrooms to begin 2026 with renewed energy and focus. I know Trustees join me in wishing everyone a positive start to the year ahead.

I am also pleased to share that registration is now open for the 2026 Limestone Skills Competitions at both the elementary and secondary levels. Each year, our district's competition serves as the lead up to the provincial Skills Ontario events taking place in early May. Gold medalists from Limestone may be invited to represent LDSB at the Ontario Skills Competition, where top students from across the province demonstrate their expertise across a wide range of skilled trades and technological fields.

The Skills Ontario Competition is a remarkable platform—students showcase their talent and determination over three days, inspiring educators, families, friends, and even future employers. Medalists have the opportunity to advance to the Skills Canada National Competition, and from there, potentially on to the WorldSkills Competition, which represents the highest level of international achievement. I am looking forward to this year's Limestone Skills events and the opportunity to celebrate the many talented students from both elementary and secondary schools who will participate. Trustees are welcome to attend the Limestone Skills competition taking place at St. Lawrence College at the end of February if they would like to see Limestone skills in action!

Finally, I am pleased to share that Kindergarten registration is open across Limestone. Our board remains committed to supporting strong foundations in early learning, with a clear focus on student achievement and well being. Families also benefit from a range of school options and programming choices that help ensure every child begins their educational journey in an environment where they feel supported, included, and excited to learn.

As we begin this new year together, I want to thank our educators, staff, students, and families for everything they contribute to making Limestone a vibrant, caring, and engaging place to learn.

Limestone District School Board

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This concludes my report.”

13.2. Director’s Report

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

The New Year always is a time of reflection, both thinking about the year behind, and the year ahead. In education, there is always more work to do, and as a board we continue to have significant work ahead. The stakes of our work are incredibly high when we consider the future of every student we serve. Annual EQAO results, summaries of Human Rights Complaints, Student Census data we collected in the fall, and the myriad of work we do to serve Limestone’s communities are all a good reminder of the critical work we do for young people and families in local communities. As we continue forward with our Strategic Plan, it will be important for us to remember for whom this work matters, and emphasizing the need for all staff to make a positive difference in the lives of the students we serve. This means continuing to strive for improvement in student learning, achievement, and well-being. It also means we must continue to do what we can in making sure there is a positive culture in Limestone for the benefit of all students, families, and staff. Our work matters and makes a difference. It is always important to keep this perspective and focus when so much uncertainty lies in front of us in 2026. To name just a few: the next round of bargaining with labour partners, the Ontario School Board governance model and potential changes, and continuing School Board budget pressures, let alone larger geo-political changes we see occurring on a weekly, if not daily, basis.

While it is only January, preliminary preparations are already underway for the 2026-2027 school year. Choices program information has been shared with the community, and students will be engaging in those processes. In addition, either in December, last week, or in the very near future, secondary schools are engaging with Grade 8 students and families to provide information to further support the transition to secondary school in the fall. More senior secondary students will be considering expanded opportunities available for the fall, and the Kindergarten registration process for the youngest Limestone learners will also begin. Trustees may already have seen some of the new advertising for Limestone that we shared in December and is now on public display. This time of year also means secondary summative assessments and exams start in about a week, and report cards for students K-12 are just around the corner in February.

This evening, Trustees, the agenda contains several updates: the Multi-Year Capital and School Renewal project plan, the revised estimates for quarter 1 of the 2025-2026 school year, the wrap up of the

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Strategic Plan End of Year Report for 2024-2025, and an update on the Math Achievement Action Plan. Thank you to all of you around this table for supporting the important work we do for the communities we serve.

That concludes my update for this evening. Thank you Chair McGregor.”

14. REPORTS

13.1 OPSBA Report

Chair McGregor shared that next week some of the Trustees will be attending the OPSBA Public Education Symposium. A special meeting will also take place on March 14, 2026, for the membership to vote on a new governance model. Several models have been proposed, including shifting from board-by-board representation to regional representation, or having regional chairs and vice-chairs serve alongside the executive. Concerns have been raised about how boards like Limestone would be represented under these models and how communication and feedback would flow. Another option would keep one representative per board but without voting privileges, acting instead as liaisons to the regional groups. These proposals will be discussed in breakout groups at the symposium before the final vote.

13.2 Student Trustees’ Report

Student Trustee Comeau stated: “The Inter school Council (ISC) January 6 meeting was chaired by Rachel and Siham, it started with a presentation to teach school representatives how to write personalised Land Acknowledgements. This presentation was given by Liv Rondeau. She taught that Land Acknowledgements should be used to inform about the history of the land and Indigenous peoples who inhabit the land. She taught Land Acknowledgments should be used to form an attachment to the land. This presentation was important because if land acknowledgments are not unique and personal, they can feel routine and mandatory. Instead of being used for their purpose, being to teach and reflect on our active roles in the process of Truth and Reconciliation.

This presentation has influenced a new tradition in ISC where student representatives from different schools will take on the Land Acknowledgement at the beginning of the meeting, with one they have made. The first school attempting this for the February meeting is Frontenac Secondary School. Then Rachel and Siham discussed something that they had learned at the Fall General Meeting conference, which was the use of a polling website “Mentimeter.” This website was used to ask student Trustees questions aimed at student well being within their boards. This was brought up as we plan to host polls asking similar questions to our inter school Council members, to get more board specific information about student well being. This will allow us to focus on fixing specific problems and concerns within the new year.

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Student Trustee elections were brought up as a reminder to advertise towards applicants within schools, as the elections will take place in the February meeting.

We took up the effectiveness of winter holiday activities, which all schools had positive information to contribute upon. Some examples being: Frontenac Secondary School's chili fest which raised \$500 for the United Way. Bayridge Secondary School's teddy bear campaign which raised \$1000 and was donated to a hospital for a new ultrasound machine. LaSalle Secondary School which held a semi-formal and raised money for the children's hospital. Schools in Limestone also held many pancake breakfasts and spirit weeks. Then Andrea Barrow gave members a reminder to advertise upcoming events in Limestone during February for Black History Month, like the annual LDSB Opening Ceremony.

Finally, our meeting ended with a presentation from Superintendent Stephanie Sartor and Ms. Allison Grange. Associate Superintendent Sartor contacted ISC as she is looking to interview students in schools, to bring student input from Limestone to an upcoming professional development conference in March, on being leaders as agents of change. Ms. Grange joined Superintendent Sartor to get into contact with ISC as she is looking to interview students in schools about why they love Limestone DSB and provide positive reflections on their own learning and experiences, so that everyone can see themselves in Limestone. This also ties into the communications team advertisement plan for 2026.

Student representatives will be relaying this information back to their schools and provide names for interview candidates. This concludes the January Student Trustee report."

13.3 Reports for Action

13.3.1 Multi-Year Capital and School Renewal Project Plan

Superintendent Young introduced Manager of Facility Services Dave Fowler and Assistant Manager of Facility Services Charlyn Downie to make their presentation. Manager Fowler noted that this report is presented each year, with consistent foundational information but with increasing detail for the upcoming year based on known funding. The plan, originally introduced in the 2011–12 school year, aligns its project categories with the Ministry's asset reporting structure and outlines proposed activities across systems such as HVAC, electrical, structural, communication/IT, site improvements, accessibility, lighting, interior renovations, plumbing, and building envelope.

Manager Fowler reported that the 2025–26 capital project budget totals \$21.1 million. This includes \$4.3 million in school renewal funding and \$16.75 million in School Condition Improvement (SCI) funding. Capital projects must meet a minimum threshold of \$10,000 and are intended to extend lifecycle and improve building systems. The plan categorizes projects according to Ministry-defined systems, and the

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board must allocate at least 70% of funding to structure, mechanical, and building envelope work, limiting the percentage available for site and interior upgrades.

Assistant Manager Downie explained that the report included in the agenda package contains detailed information about school renewal and capital projects organized by school site, with the full list available in the appendix. She reiterated that updating the Multi-Year Capital Plan and School Renewal Project Plan is an annual requirement, forming a key part of the board's broader asset management program. This program ensures that all projects are managed consistently from the initial planning phase through to completion, using Ministry-aligned categories and system data to guide decisions.

Assistant Manager Downie emphasized that the projects listed in the appendix are not limited to summer construction activities. Instead, the list represents planned work across short, medium, and long-term timelines, supported by funding streams specifically designated for capital renewal, School Renewal funding and School Condition Index (SCI) funding. For the upcoming year, the board has access to \$16.7 million in SCI funding and an additional \$4 million through school renewal allocations.

The Ministry of Education reviews the condition of all schools, and the board maintains an internal database that tracks the age and condition of each system. This information forms the foundation of the capital plan, with occupant safety and the prevention of system failures serving as key priorities. School input also plays a critical role as principals work collaboratively with planning staff to identify programming needs and building improvements for their individual school communities, ensuring that facility planning is responsive to local educational priorities.

Planning work is aligned with the Ministry's system categories, which the board is required to use in its reporting. However, the board must follow funding restrictions that require at least 70% of capital expenditures to be dedicated to structural, building envelope, and mechanical systems. As a result, projects related to school sites and interior upgrades are limited in scope and scale. This distribution is reflected in the list of proposed projects for the 2025–26 year.

Looking ahead, planners provide long-term projections for school renewal funding only, as SCI funding is announced annually and cannot be predicted reliably for future years. This annual SCI allocation is essential to the board's capital work because it is based on the age and condition of buildings. With the average school within the district being 55 years old, many systems are reaching the end of their lifecycle, which increases the board's dependence on yearly funding announcements to maintain safe and functional facilities.

Limestone District School Board

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Assistant Manager Downie concluded her presentation by referring Trustees to Appendix A of the report which contains the full listing of capital and renewal projects proposed for the year. The following motion was brought forward:

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

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

13.4 Reports for Information

13.4.1 2025-2026 Revised Estimates and Interim Financial Report for Q1

Superintendent Young called upon Manager Paula Carson to share the report on the 2025-2026 revised estimates and interim financial operating expenditures for Quarter 1 for the period ending November 30, 2025. She noted that the projected Average Daily Enrolment (ADE) for the 2025-2026 school year is the basis on which most Ministry grants are calculated and is based upon the average of enrolment at two established counts (October 31 and March 31) in the school year. Overall enrolment is expected to be 88 ADE lower in the 2025-26 school year than originally forecasted in the budget with the elementary panel decreasing by 21 students, and the secondary panel decreasing by 67 students.

Manager Carson advised that the Operating Budget Revenue reflects a \$3.2 million reduction in Core Education Funding Operating Allocation. \$2.1 million is due to lower enrolment, and \$1 million comes from a reduced allocation for teacher qualifications and experience. The Classroom Staffing Fund (CSF) is reduced by \$1.8 million with \$0.8 million due to lower enrolment and \$1 million from decreased Teacher qualification and experience funding. Changes in the other categories listed under Core Ed is mainly due to lower enrolment. Other Government Grants increased by \$1.4 million primarily due to new Responsive Education Programs (REP) grant announcements and other supplemental grants.

Manager Carson noted that Appendix 2A provides information about the REP grant announcements that are also part of other government grants. The report highlights a notable increase of \$320,000 for the K-12 Cyber Protection Strategy Pilot, with this funding being announced after the initial budget release. Other Revenues decreased by \$0.5 million primarily due to a decrease in temporary Educational Assistants being seconded to Jordan's Principle. This agency supports Indigenous students with high needs.

Manager Carson reviewed the Operating Budget Expenditures which reflect a total decrease of \$1.8 million. This reduction corresponds with decreased funding, as previously referenced. Other changes

Limestone District School Board

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include additional REP funded textbooks and supplies expenditures and REP funded staff development expenditures. The increases for short term Educational Assistants and IT devices were approved at the October 29, 2025, Board meeting.

Manager Carson advised that in Quarter 1 for the period ending November 30, 2025, the Board has spent \$76.5 million or 24% of our \$316.9 million operating budget. This is comparable to the 24% spent in Quarter 1 of the 2024-25 fiscal year.

Chair McGregor thanked Superintendent Young and Manager Carson and called upon Trustees for questions.

13.4.2 Strategic Plan End-of-Year Report 2024-2025

Director Burra opened the presentation. Trustees were reminded of the 2022-2028 Strategic Plan framework and informed that an expanded color legend was used to better reflect areas of mixed progress. While many goals show strong advancement, some areas continue to require focused attention. He noted that last year the board was midway through the second year of the plan, and the plan is on track, and in some areas, exceeding expectations for achieving end-of-plan outcomes. This is especially true in core academic skills such as literacy and mathematics. Student success indicators, including graduation readiness and student perceptions of preparedness, show positive trends.

Director Burra explained that certain strategic areas, such as creating positive school cultures and enhancing service excellence, will always reflect a “work in progress,” as experiences vary across schools and interactions with central office staff. These areas are continually monitored, though they are unlikely to be rated as fully achieved due to their individualized nature. He also noted that some provincial data, such as credit accumulation, was not shown because it has not yet been released. To ensure transparency and continuity of reporting, all Education, Policy, and Operations meetings and Board meetings for 2024-2025 have been catalogued and aligned with the five strategic goals. Director Burra turned the presentation over to the Senior Team to review student achievement data in greater depth.

Associate Superintendents Sartor and Hedderson presented updates on literacy and math achievement, the first two goals in the Strategic Plan. They emphasized the importance of examining baseline results from 2022-2023, when post-pandemic EQAO scores were significantly below the provincial average. These results prompted intensive, intentional, systemwide action in both literacy and math. Staff reported substantial improvements in literacy from 2023 to 2024. The gap between board and provincial averages, previously 5-13 percentage points, narrowed to 2-7.5 points. Grade 6 writing, a particular area of concern last year, was addressed through focused professional learning. In the most recent year, LDSB exceeded provincial averages in Grade 3 and Grade 6 reading and writing and approached provincial levels in Grade

Limestone District School Board

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10 OSSLT. OSSLT scores improved at a faster rate than the province and are on track to surpass the provincial average next year. Multi-year data show consistent upward trends in primary literacy.

Students with special education needs demonstrated notable progress. LDSB now exceeds provincial averages in primary and junior reading and writing. A 20% increase in Grade 6 EQAO writing achievement was highlighted as a significant success. Staff will continue examining which strategies have driven this growth to ensure sustainability.

Perceptual data showed that 73% of Grade 3 students believe they are good readers, but confidence declines by Grade 6. Since confidence strongly correlates with achievement, staff will explore this further and continue supporting students in recognizing their growth and building self-efficacy.

Associate Superintendent Sartor concluded her part of the presentation by sharing that OSSLT results that showed the board nearly meeting the provincial average, with consistent year-over-year growth. Students with special education needs now outperform provincial results in the OSSLT, and participation rates exceed the province by approximately 1%. Staff identified several key initiatives supporting recent gains, including systemwide implementation of the early reading screener, intensive tiered interventions (Lexia, Rewards, Empower), spring tutoring, and ongoing professional learning for educators and administrators. Associate Superintendent Sartor emphasized that classroom educators' commitment and expertise remain central to student success.

Associate Superintendent Hedderson presented math results beginning with the baseline year (2022-2023), when the board was significantly below the provincial average in all divisions. Only 37% of Grade 6 students met the provincial standard, and Grade 3 results were 16.5 points below the provincial average. In 2023-2024 and again in the most recent year, the board saw notable improvements across Grades 3, 6, and 9. Grade 3 achievement rose above the provincial average at 64.5%, and Grade 6 results are now nearly equal to provincial levels. Grade 9 improvements are ongoing, though provincial results continue to shift as well. Over two years, Grade 3 achievement increased by 21.3% (representing 288 additional students), and Grade 6 rose by 14.2%—far exceeding provincial growth rates.

Students with special educational needs made significant gains, particularly in Grade 3, where nearly 9% more students met the provincial standard compared to a 2.5% provincial increase. Grade 9 students with special education needs also improved at nearly double the provincial rate.

EQAO perceptual data showed slight declines in confidence for Grades 3 and 6, despite strong achievement gains, while Grade 9 confidence rose by 3.7%. Associate Superintendent Hedderson noted that the relationship between confidence and achievement is bidirectional and that monitoring of these trends to explore contributing factors will continue. He highlighted initiatives that supported math gains,

Limestone District School Board

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including job embedded professional learning in priority schools, development of an instructional progression outlining consistent classroom routines, enhanced focus on students with modified math expectations, and deeper adoption of 15minute daily math fluency routines. The board has also seen positive outcomes from targeted spring tutoring programs.

Associate Superintendent McKenna shared information on graduation and pathways to student success. She shared that the percentage of students earning 16 or more credits by the end of Grade 10 increased from 73% to 84.6%. This is attributed to weekly Student Success Team meetings, robust intervention plans, and targeted supports for students with modified IEPs. These results are expected to positively impact future graduation rates.

Data showed that participation in Specialist High Skills Major (SHSM), dual credit, and apprenticeship pathways increased to 28%. Dual credit enrolment rose to 290 students, and SHSM achieved a 91% completion rate—well above the provincial rate of 63%. Associate Superintendent McKenna emphasized that participation in these programs strongly correlates with successful graduation and post-secondary readiness.

The board's graduation rate remains closely aligned with the provincial trend at 89%. Staff noted that Ministry calculations include all Grade 9 students, including those who later leave the board, while internal data tracking only remaining students shows even higher success rates. She concluded by noting that EQAO student voice data indicates that 68% of Grade 9 and 66% of Grade 10 students feel prepared for their next steps. These insights are further supported by Grade 8 and Grade 12 exit surveys and school climate surveys.

Superintendent Gillam presented on the goal of improving student well-being/sense of belonging. Participation/engagement in class time, and time focused on learning. He shared information about the status of increasing the percentage of students in Grades 1 to 8 whose individual attendance rate is equal to or greater than 90%. Over the past three years, the board has seen steady increases. This progress reflects significant efforts by elementary and secondary school teams, including teachers, administrators, support staff, caregivers, and community partners, who have worked collaboratively to identify and remove barriers to regular attendance.

Superintendent Gillam reviewed EQAO-reported data on student awareness of mental health services in Grades 6, 9, and 10. Results show steady improvement over two years and indicate that LDSB is at or above the provincial average, with the exception of Grade 10, which will undergo further analysis. The board will continue monitoring how newly implemented mental health literacy modules in Grades 6 to 10 support students' understanding of available Tier 1 supports. He concluded by sharing that with new Grades 6, 7, 8, and 10 mental health literacy modules becoming mandatory, staff will work closely with

Limestone District School Board

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schools to assess students' knowledge of supports and to strengthen Tier 1 mental-health instruction. The focus will be on ensuring all students, regardless of grade, know where to seek help. These results reflect positive trends in the Board's strategic well-being goals.

Associate Superintendent Gollogly presented updated suspension data for students in Grades 4 to 12. In 2023-24, approximately 7% of students were suspended, with the highest rates typically occurring in Grades 7 to 9. In the current year, the suspension rate has decreased to roughly 6.2%, reflecting progress in reducing suspensions across the system. She outlined that several supports are available to students who are suspended or expelled. The Student Impact Program at the YMCA served 36 students last year, resulting in the completion of 150 credits and two graduates. The Gateway Program in Napanee served seven students, generating three credits and one graduate. A newer Back on Track program, also delivered in partnership with the YMCA, provides structured support for students suspended for three to seven days, combining academic work, targeted workshops, and access to social work services. Of the 30 students who participated last year, only one required a second referral.

Associate Superintendent Gollogly explained that the RISE Program continues to support students in Grades 6 to 8 experiencing challenges in school or the community. She highlighted a partnership with Kingston 4 Paws, which provides a certified service dog, "Limestone Teddy," who works daily with students in YMCA programs and visits schools during times of crisis or need. Testimonials show that Teddy's presence improves student well-being, reduces anxiety, and has contributed to significantly improved attendance and behaviour within the program.

Director Burra concluded the presentation by noting the pride shared by the team and emphasized the seriousness with which this work is undertaken. He reminded Trustees that some provincial data takes time to be released, which explains why certain indicators, such as credit accumulation, were not yet available on slides. Administrators received the same presentation earlier in the day, and staff reiterated the importance of monitoring the cohort that was assessed in 2022–2023, as they progress into Grade 6 and 9 this year. The results from upcoming assessments will help confirm whether recent instructional strategies are having sustained impact. The gains shown represent significant and complex work across the system by educators, administrators, support staff, and central teams.

Director Burra reviewed several Strategic-Plan initiatives related to staff well-being and efficiencies. The staff belonging and well-being survey continues to be administered every few years, alongside adjustments to reporting processes in response to staff feedback. Updates to the internal myLDSB staff portal were highlighted, with plans to explore AI-based tools that could help employees quickly locate information and reduce workload. The board is also expanding the use of data dashboards to provide real-time attendance and student support information. Educator devices were replenished last year to

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ensure staff have the tools they need. Results from the recent corporate services staff survey will be included in next year's report.

Director Burra shared that there are plans for a family engagement survey to be conducted later this winter and spring. This will pair with other ongoing engagement processes which include the annual budget survey and the school-year calendar consultation. The board has expanded its communication with families around AI literacy, offering videos, resources, and tools on the board website. Families continue to receive curated learning supports every few months in areas such as math, literacy, and media literacy. Next year's reporting will include more quantitative data related to family and staff voice.

Chair McGregor thanked Director Burra and the senior team and opened the floor for questions.

13.4.3 Math Achievement Action Plan

Associate Superintendent Hedderson provided an update on year 3 of the Math Achievement Action Plan (MAAP) and its alignment with the board's strategic priorities of engagement, well-being, and student learning. The plan focuses on improving educator capacity, supporting administrators and school teams, and strengthening student achievement in mathematics. He reviewed the three provincial actions guiding the plan which are: ensuring fidelity to the math curriculum and high-impact instructional practices, improving educators' math content knowledge and knowing the math learner so that tasks, interventions, and supports are relevant and responsive.

Associate Superintendent Hedderson shared the four ministry-introduced indicators which will continue to be measured this year: (1) students progressing in achievement on report cards; (2) progress for students with curriculum modifications; (3) attendance rates of 90%+ in math classes; and (4) student-reported confidence in math.

Snapshots of math learning across the system highlighted strong collaboration, increased use of digital tools, and varied resources to support conceptual understanding. Staff emphasized that many curriculum expectations now explicitly require students to use tools, making their consistent availability essential from Kindergarten through Grade 12.

Associate Superintendent Hedderson shared that the board is engaged in deeper analysis using student, educator, and administrator voice alongside newly released EQAO data to understand which strategies are driving positive results. While system-level growth is evident, achievement remains uneven across schools. Priority schools (22 elementary, 4 secondary) show overall improvement, though variation persists, prompting continued qualitative data collection to guide adjustments.

Limestone District School Board

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Administrators continue to report several Key Performance Indicators (KPIs) multiple times per year to assess the impact of strategies and adjust supports as needed. One ongoing indicator is daily 15-minute math fluency instruction in K to Grade 9, which continues to correlate positively with EQAO outcomes. As of December 8, 2025, 223 students are being tracked for developmental progress in foundational fluency skills. Associate Superintendent Hedderson noted that new KPIs will monitor students' progress toward grade-level expectations through short cycles of improvement. Schools are currently implementing these cycles to identify existing student knowledge, intervene earlier, and support core academic skill development.

Beginning Friday, the board will launch new software to support consistent, common formative assessments across grades, starting with Grades 3, 6, and 9. This initiative aims to clarify grade-level standards, analyze student misconceptions, and improve consistency in report card data across all schools. Staff noted this will be a multi-year effort. The software will allow the board to gather student responses and capture students' visible thinking to support system-level trend analysis and guide professional learning.

Associate Superintendent Hedderson shared that the board recently engaged Early Childhood Educators in professional learning on effective early mathematics instruction. This work supports preparation for the revised Kindergarten curriculum coming in the fall. Math learning partners, MAAP facilitators, and school teams will continue supporting educators directly in classrooms. Cross-panel groups have formed to strengthen transitions into Grade 9 and improve Grade 9 math achievement. Efforts also continue to create gap-closing resources, which are increasingly used by teachers seeking to accelerate student progress.

Associate Superintendent Hedderson concluded his report by sharing that Grade 9 teachers and department heads have engaged in collaborative analysis of the December EQAO results, including on the day before the winter break. This work is informing preparation for both the January Grade 9 EQAO administration and the transition into second semester. Next week, Senior Staff will start leading elementary data days with administrators and teacher teams. Using the newly released EQAO results and additional dashboard data, the teams will identify students not yet achieving at grade level and determine targeted instructional strategies to support their progress.

Chair McGregor thanked Associate Superintendent Hedderson for his report and called upon Trustees for questions.

15. UNFINISHED BUSINESS

Limestone District School Board

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Trustees reviewed the previously passed November motion that deferred the election of the OPSBA representative to the January 14, 2026, Board meeting. Given updated information that the OPSBA governance model decisions will not be finalized until the regional meeting on March 12, Trustees discussed delaying the election further. The following motion was put forward:

MOTION MOVED BY Trustee Godkin and seconded by Trustee Hutcheon: That the Board defers the election of the OPSBA representative until we receive further information from OPSBA, which is anticipated by the April 15, 2026, Board meeting, and that the current representative remains in place until that time. Carried.

16. NEW BUSINESS

None at this time.

17. CORRESPONDENCE

None at this time.

18. NOTICE OF MOTION

None at this time.

19. ANNOUNCEMENTS

None at this time.

20. COMMITTEE MINUTES FOR INFORMATION

- 20.1. Indigenous Education Committee Minutes September 25, 2025
- 20.2. Special Education Advisory Committee Minutes October 15, 2025
- 20.3. Parent Involvement Committee Minutes October 23, 2025
- 20.4. Special Education Advisory Committee Minutes November 12, 2025

21. FUTURE BOARD MEETING SCHEDULE

February 18, 2026

22. ADJOURNMENT

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

The Meeting Adjourned at 8:18 p.m.

Limestone District School Board

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Education, Policy and Operations Committee Meeting Minutes – February 4, 2026

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin R. Hutcheon T. Lloyd (Vice-Chair) J. Maracle K. McGregor (Chair) J. Morning J. Neill (regrets) S. Ruttan C. Scott M. Comeau (Student Trustee) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee)	K. Burra, Director of Education M. Blackburn, Associate Superintendent of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent of Education A. Grange, Communications Consultant
Guests:	Recorder:
L. Conboy, Mental Health Lead M. West, Special Education Program Coordinator - Elementary	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Chair Lloyd welcomed everyone to the meeting and provided the Land Acknowledgement: “The Limestone District School Board is situated on the traditional territories of the Anishinaabek 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.”

2. ADOPTION OF THE AGENDA

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

Limestone District School Board

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3. DECLARATION OF CONFLICT OF INTEREST

There were no conflicts declared.

4. REPORTS FOR ACTION – None at this time.

5. REPORTS FOR INFORMATION

5.1 Mental Health, Substance Use, and Addictions Strategy 2025-2028

Chair Lloyd welcomed Superintendent Gillam, who introduced Mental Health Lead Laura Conboy and Special Education Program Coordinator Melissa West. Ms. Conboy presented the 2025–2028 Mental Health, Substance Use, and Addictions Strategy, noting its alignment with the Board’s Strategic Plan, special education review, and equity action plan. The strategy is guided by PPM 160 and relevant elements of PPM 169, and is informed by existing data sources, including school climate surveys, student census results, internal monitoring, and community partner reports.

A visual framework highlighted the strategy’s focus on students, grounded in commitments to equity, truth and reconciliation, evidence-based practice, and trauma-informed approaches. The board has streamlined its work to five key areas with corresponding actions outlined in the publicly available one-year action plan.

The first focus area, student mental health, substance use, and addiction support includes updated board practices allowing students aged 12 and older to independently consent to mental health services. While caregiver involvement remains preferred, this change ensures safe and timely access for students who may not be able to involve their families. Ms. Conboy also noted continued implementation of mental health and substance-use curriculum modules.

Ms. West outlined two Grade 6 modules aligned with Language and Health curriculum expectations: one promoting safe, healthy digital media use, and another addressing substance use, decision-making, and refusal skills.

Ms. Conboy then spoke to engagement and collaboration, emphasizing strengthened partnerships with community agencies, enhanced student collaboration, and improved caregiver engagement. Initiatives included partnering with Southeast Public Health to distribute By Your Side mental health resources to more than 30 primary care providers, and hosting two fall symposiums for secondary students to build mental health literacy and support student-led initiatives.

Limestone District School Board

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Ms. West reported that all secondary schools participated in the symposiums. Students reviewed school-specific data, planned mental health initiatives, and accessed resources from Southeast Public Health. Students expressed increased confidence in supporting peers and a desire to reduce stigma within their schools. Planning is underway for a potential spring symposium for Grades 7 and 8.

Ms. Conboy highlighted work on evidence-informed brief interventions and standardized measurement tools. Staff have received training on non-diagnostic screening tools for substance use, anxiety, and mood concerns to help students understand their needs and track progress. She also reaffirmed the board's ongoing commitment to its publicly available suicide response protocol and noted the introduction of a new life-promotion and suicide-prevention workshop.

Ms. West described Prepare, Prevent, Respond, a new School Mental Health Ontario training replacing SafeTALK. Four sessions have been offered to date, including for Intensive Support Teachers and 80 Educational Assistants. The training supports staff in recognizing concerns, promoting wellness, and responding safely to student disclosures. Trauma-informed learning also remains a priority, supported through board partnerships, including with Kingston Community Health Centres, and role-specific professional learning.

Additional professional learning includes School Mental Health Ontario's mental health literacy courses for guidance, special education, and care-and-treatment educators. Educational Services leadership staff are also completing the training collaboratively.

Ms. West provided an update on the Ages and Stages Questionnaire (ASQ) pilot in the Bayridge and Sydenham families of schools. The ASQ, a developmental screening tool for children up to age six, helps identify early learners who may require additional support. Trained staff can share results with family physicians or caregivers to assist in accessing community services.

The final focus area, identity-affirming practices, remains central to the board's mental health work. Initiatives include whole-classroom programs promoting positive relationships and supporting safe, inclusive school environments. A key project is the introduction of the school-based Stop Now and Plan (SNAP) program in approximately 11 schools, aimed at Grades 3 to 4. The program builds regulation, problem-solving, and relationship skills, and helps identify students who may benefit from the clinical version of SNAP. Caregiver resources accompany classroom lessons, and data collection will inform future planning.

The presentation concluded by underscoring the board's commitment to data-informed decision-making. Information from school climate surveys, the student census, and mental health service data guides

Limestone District School Board

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professional learning to ensure staff can support neurodiverse, racialized, gender-diverse, and all other student identity groups within Limestone schools.

Chair Lloyd thanked Ms. Conboy and Ms. West for their presentation and called upon Trustees for questions.

5.2 School Year Calendar Process for 2026-2027

Associate Superintendent Gollogly provided an update on the four proposed school year calendar options and the ongoing consultation process which has generated nearly 3,000 survey responses to date.. Respondents consist primarily of parents and caregivers, with representation from staff and a small number of community agencies. It should be noted that the survey closes on Monday, February 9 at noon.

Associate Superintendent Gollogly reviewed some of the results to date. Option 1, which proposes a start date of August 31, is presently the most preferred, though it may carry financial implications for certain union groups. Options 2 and 3 remain competitive alternatives, while Option 4 has received minimal support. Associate Superintendent Gollogly emphasized that alignment of the final calendar with Hastings and Prince Edward District School Board and Algonquin and Lakeshore Catholic District School Board is required due to shared transportation services, noting that misalignment could result in costs of approximately \$250,000 per day.

Consensus among the three boards is necessary, with a simple majority among the three boards determining the final selection. It was noted that some neighbouring boards have already finalized their calendars due to differing consultation timelines or an absence of consultation requirements. Limestone's process includes several weeks of public consultation and a survey, with the final calendar submission to the Ministry of Education due by March 1.

Associate Superintendent Gollogly concluded by noting that she will be bringing the final calendar option back to the Board for approval at the February 18, 2026 Board Meeting.

Chair Lloyd thanked Associate Superintendent Gollogly and called upon Trustees for questions.

6. UNFINISHED BUSINESS

None at this time.

7. NEW BUSINESS

None at this time.

Limestone District School Board

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8. CORRESPONDENCE

None at this time.

9. FUTURE MEETING SCHEDULE

April 1, 2026

10. ADJOURNMENT AND MOVE INTO PRIVATE SESSION

Moved by Trustee Hutcheon that the meeting adjourns and that Trustees move into private session for a Property and Legal update. Rise and report out from private session will take place at the public February 18, 2026, Regular Board Meeting. Carried.

The meeting adjourned at 6:26 p.m.

PRIVATE SESSION

Roll Call:

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

11. CALL TO ORDER

Chair Lloyd called the meeting to order.

12. DECLARATION OF CONFLICT OF INTEREST

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

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13. ACTION ITEMS

None at this time.

14. FOR INFORMATION

- 14.1. Safe Schools Update
- 14.2. Personnel Update
- 14.3. Labour Update
- 14.4. Legal and Property – Associate Superintendent Hedderson and Associate Superintendent Blackburn provided a Legal and Property update.
- 14.5. OPSBA Update

15. REPORT TO PUBLIC SESSION

Chair Lloyd called for a motion for the Board to rise and report at the February 18, 2026, Regular Board Meeting.

MOTION: That the Board rise and report at the February 18, 2026, Regular Board Meeting.

MOVED by: Trustee Scott. Carried.

The meeting adjourned at 6:36 p.m.

Administrative Report: Recommended School Year Calendar 2026-2027

Regular Board Meeting

February 18, 2026

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

To share an overview of the 2026-2027 School Year Calendar consultation results and to approve next year's calendar. This item is tied to the Strategic Plan Goal, Improve Responsiveness and Service to Families, Staff, and Community Partners.

Background

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

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

Regulation 304 requires the following school holidays or breaks:

- Every Saturday and Sunday
- Labour Day - September 7, 2026
- Thanksgiving Day - October 12, 2026
- Ten (10) consecutive days for Winter Break - December 21, 2026 - January 1, 2027
- Family Day – the third Monday of February - February 15, 2027
- Five (5) consecutive days for March Break - March 15, 2027 - March 19, 2027
- Good Friday and Easter Monday - March 26, 2027 - March 29, 2027
- Victoria Day - May 24, 2027

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According to the regulation, all school boards shall submit an approved school year calendar to the Ministry of Education by March 1, 2026. A school year calendar that deviates from Regulation 304 must be approved by the Ministry of Education and is referred to as a modified calendar.

The three school boards in the Tri-Board Consortium (LDSB, HPEDSB, and ALCDSD) have traditionally agreed upon a common calendar to share transportation costs. The Consortium agreement and practice identify that if one board decides not to conform to the common calendar, that board must continue to pay for the transportation as arranged in the common calendar and is also required to assume 100% of the transportation costs for any additional days of transport. In Limestone District School Board, each day of independent transportation would cost more than \$250,000.

Current Status

This calendar year presents unique challenges, with Labour Day falling unusually late on September 7 and Easter occurring just four days after March Break. As a result, the period from Tuesday, September 8, 2026, to Friday, June 26, 2027 does not provide the required 194 instructional days.

The consultation survey closed on February 9, 2026 and received approximately 3,700 responses: 79% from families, 20% from staff, and 1% from other respondents. Across all three boards, Option 1 was the preferred choice. Option 2 ranked second and third, with only marginal differences in support across the boards.

Following further review of the potential calendars and considering potential financial implications, it was determined that implementing Option 1 would create additional costs for all three boards, as some union groups would be required to begin work prior to September 1, 2027. Given that Option 2 very closely aligns with Option 1, without the associated financial implications, all three boards support Option 2 with the school year starting on September 1, 2027, as opposed to August 31 (Option 1). Accordingly, we recommend that Trustees approve Calendar Option 2 for the 2026-2027 school year.

Next Steps and Communication Plan

Once approved by the Board of Trustees, we will be sharing with the Ministry of Education for final approval.

Recommendations

Limestone District School Board

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That the Trustees approve the recommended Calendar Option 2 for the 2026-2027 School Year Calendar (attached).

Prepared by: Patty Gollogly, Associate Superintendent

Reviewed by: Krishna Burra, Director of Education

Attachment: Recommended School Year Calendar for 2026-2027

Limestone District School Board

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

Recommended 2026-2027 School Year Calendar

Legend:

H = Statutory Holiday

E = Scheduled Examination Day

P = Professional Activity (PA) Day

B = Board Designated Break

Month	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2026	3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
September 2026		1 P	2	3	4	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
October 2026				1	2	5	6	7	8	9	12 H	13	14	15	16	19	20	21	22	23	26 P	27	28	29	30
November 2026	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20 P	23	24	25	26	27	30				
December 2026		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 H	28 H	29 B	30 B	31 B	
January 2027					1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21 E	22 E	25 E	26 E	27 E	28	29 P
February 2027	1	2	3	4	5	8	9	10	11	12	15 H	16	17	18	19	22	23	24	25	26					
March 2027	1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26	29 H	30	31		
April 2027				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23 P	26	27	28	29	30
May 2027	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31 P				
June 2027		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 E	22 E	23 E	24 E	25 E	28	29 P	30		
July 2027				1 H	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30

Administrative Report: Trustee Distribution

Regular Board Meeting

February 18, 2026

Purpose

To provide trustees with background information related to the distribution of trustees by electoral boundaries in preparation for any potential changes in preparing for the 2026 municipal elections.

The following report addresses the current electoral boundaries in the Limestone District School Board (“LDSB”) area, the process and timing for making any potential adjustments, and additional data that may be useful in supporting a decision. It should be noted that the data listed below will be updated at the point trustees would need to make a decision in 2026.

Background

The current trustee electoral breakdown, as per the 2022 election, is as follows:

Trustee 1	District 11, 12 and Frontenac Islands
Trustee 2	Districts 1, 7 and 9
Trustee 3	Districts 4 and 6
Trustee 4	Districts 5 and 10
Trustee 5	Districts 2, 3 and 8
Trustee 6	Loyalist and Stone Mills
Trustee 7	Greater Napanee
Trustee 8	Central Frontenac, Addington Highlands and North Frontenac
Trustee 9	South Frontenac
Trustee 10	Mohawks of the Bay of Quinte (Appointed Indigenous Trustee)

The rules governing the number and distribution of trustee positions are found in *Section 58.1 of the Education Act*, and in *Ontario Regulation 412/00 – “Elections to and Representation on District School Boards.”* The rules have not changed since the election in 2014.

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The Regulation requires:

- School boards are to complete a report on the determination and distribution of members of the Board by March 31 in the year of the election and copies of the report are to be provided to the Minister, election clerks of municipalities and secretaries of every other school board within the area of jurisdiction of the Board. Consequently, the report would have to be submitted by March 31, 2026.
- Boards with more than one municipality must pass a resolution that either designates one or more municipalities as low population municipalities OR state that the Board has decided not to designate any municipality as a low population municipality.
- The low population designation results in greater representation for a municipality than it would otherwise be based upon its population; however, it does not change the number of Trustees to be elected.

As per *Ontario Regulation 412/00*, the calculation for the number of trustees is determined by the population of the electoral group and by board density (population over geographic area). For Limestone, the Board density is not a factor and hence population of the electoral group is the only factor.

The LDSB electoral group population:

Year	Electoral Group Population
2006	138,956
2010	139,059
2014	135,522
2018	138,063
2022	141,286

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The Board should receive the 2026 electoral group population from MPAC in the next few weeks, which identifies the Board's electoral population who are residents in each township/municipality and for the City of Kingston by districts.

For a population of an electoral group of between 100,000 to 149,999 persons, *Ontario Regulation 412/00* determines that LDSB would be eligible to have 9 elected trustees and 1 appointed Indigenous trustee.

Current Status

Next steps:

Before the 2026 Election, the Board of Trustees will need to:

- Finalize the determination and distribution of trustees for the 2026 election per *Ontario Regulation 412/00*.
- Approve the trustee Honorarium for the following term.
- Appoint a compliance audit committee.

Recommendations

That this report be received for information purposes.

Prepared by: Craig Young, Superintendent of Corporate and Staff Services

Reviewed by: Krishna Burra, Director of Education

Attachments: Appendix A - Determination of Number of Trustees & Distribution of Trustees 2022 Elections
Appendix B - LDSB Trustee Electoral Map 2022
Appendix C – City of Kingston Electoral District Map 2022

Limestone District School Board

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

**Limestone District School Board
Determination of Number of Trustees
& Distribution of Trustees
2022 Elections
Appendix A**

Determination of Number of Trustees

2022 Data for Determination Calculation		
Population of electoral group	MPAC	141,286
Area (km2)	Table 1, O.Reg 412/00	7,193
Board Density	Population/Area	19.64
Dispersal Factor	Table 5, O.Reg 412/00	0

Determination of Number of Trustees		
Number of Trustees based on - Electoral Group Population	Table 2, O.Reg 412/00	9
Number of density based - Trustees	Table 3, O.Reg 412/00	0
Maximum number of addition- al Trustees based on density	Table 4, O.Reg 412/00	0
Number of dispersal based - Trustees	Table 5, O.Reg 412/00	0
Total number of Trustees -based upon board enrolment		9

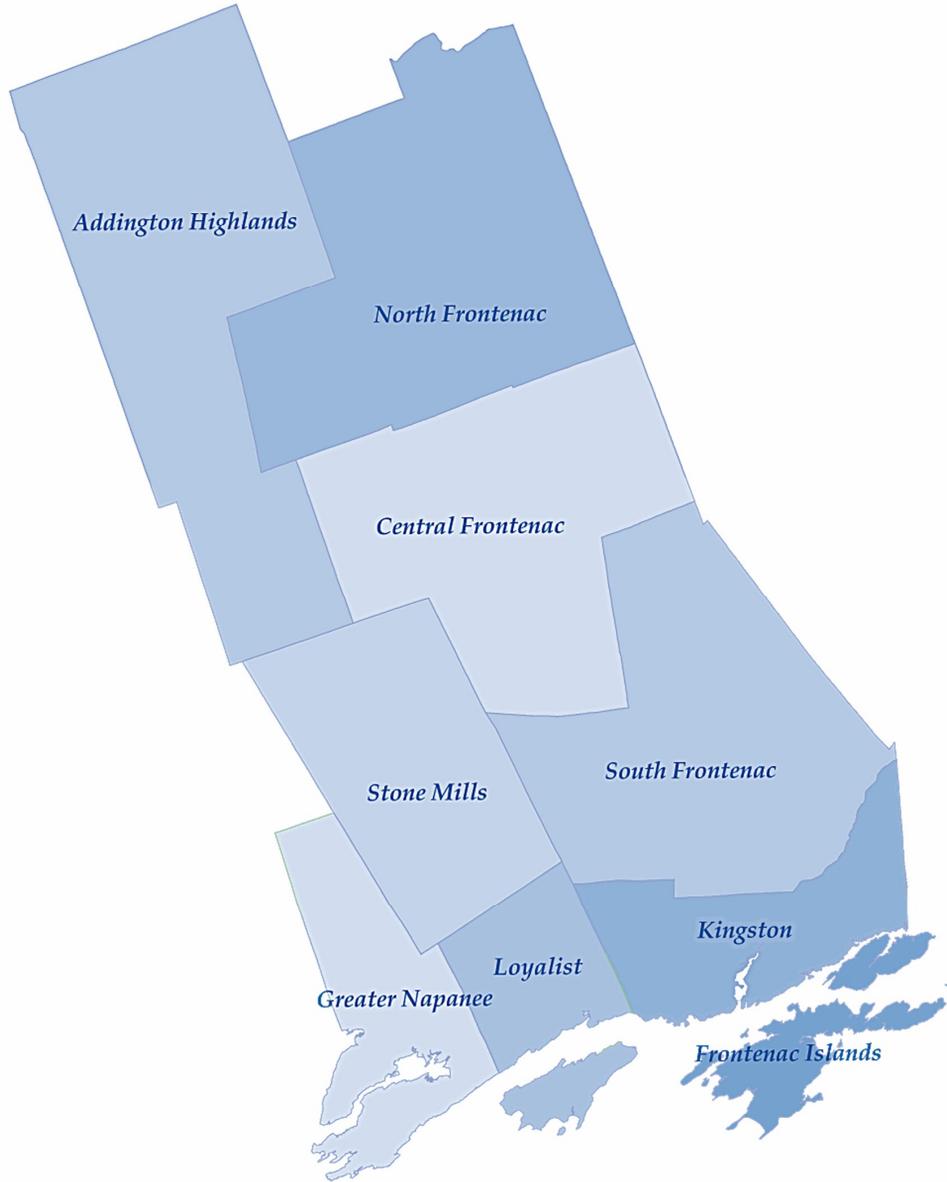
Distribution of Number of Trustees

Municipality	Electoral Population Data			Electoral Quotients With No Low Population Municipalities	Alternative Quotients With Low Population Municipalities
	2014 Electoral Population	2018 Electoral Population	2022 Electoral Population		
City of Kingston	84,592	88,359	89,948	6.366	5.697
CFB Kingston			611	0.043	0.039
Frontenac Islands	1,097	1,056	1,037	0.073	0.066
Greater Napanee	11,447	11,203	11,250	0.796	0.713
South Frontenac	13,805	13,618	13,853	0.980	0.877
Loyalist Township	11,475	11,353	11,934	0.845	0.756
Stone Mills	5,976	5,621	5,747	0.407	0.364
Central Frontenac	3,759	3,631	3,646	0.258	0.786
North Frontenac	1,571	1,513	1,543	0.109	0.333
Addington Highlands	1,800	1,709	1,717	0.122	0.370
Total	135,522	138,063	141,286	10.00	10.00

Population	Electoral Population	Electoral Quotients	Alternative Quotients
Group 1 - Low Population Municipalities (Central Frontenac, North Frontenac & Addington Highlands)	6,906	0.49	1.49
Group 2 - Remaining Municipalities	134,380	9.51	8.51
Totals	141,286	10.00	10.00

Note- Alternative Quotients - includes adding 1.0 to the sum of the low population municipalities electoral quotients, and conversely subtracting 1.0 from the sum of the remaining municipalities electoral quotients.

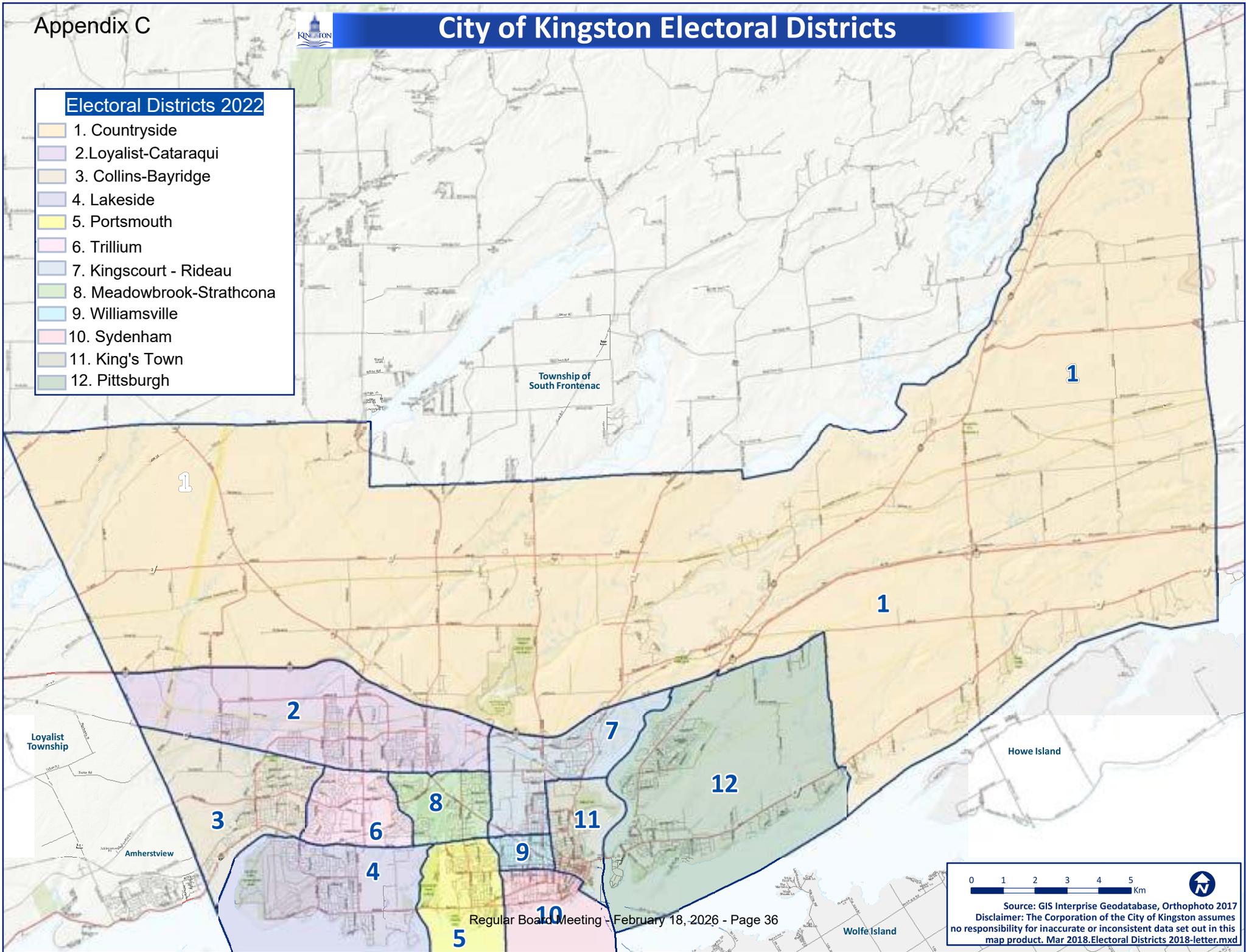
**Limestone District School Board
Trustee Electoral Map 2022
Appendix B**



- | | |
|--|--|
| Loyalist & Stone Mills | -R Hutcheon |
| Greater Napanee | -T Lloyd |
| Mohawks of the Bay of Quinte | -J Maracle |
| South Frontenac | -S Ruttan |
| Central Frontenac, North Frontenac and Addington Highlands | -K McGregor |
| City of Kingston | -G Elliot, J Morning, J Neill, & C Scott |
| City of Kingston & Frontenac Islands | -B Godkin |



- Electoral Districts 2022**
- 1. Countryside
 - 2. Loyalist-Catarqui
 - 3. Collins-Bayridge
 - 4. Lakeside
 - 5. Portsmouth
 - 6. Trillium
 - 7. Kingscourt - Rideau
 - 8. Meadowbrook-Strathcona
 - 9. Williamsville
 - 10. Sydenham
 - 11. King's Town
 - 12. Pittsburgh



Parent Involvement Committee Meeting Minutes – November 13, 2025

Public Meeting

Roll Call:

Trustees:	Staff:
B. Godkin R. Hutcheon (regrets)	A. McDonnell, Superintendent S. Gillam, Superintendent P. Gollogly, Assoc. Superintendent L. Gillam, Research Analyst
Invitees:	Recorder and Producer:
V. Venditti, Co-Chair M. Redmond, Bayridge PS and BSS H. Somerville, Calvin Park PS K. McCuen, Central PS S. Patrick, Clarendon PS M. Rickey, EVS J. Avery, Fairfield ES M. Foster, J.R. Henderson/FSS/Module de l'Acadie S. Bradley, Joyceville PS C. Scales, KSS M. Hudson, LCVI M. Valente, LISS C. Bird, Module Vanier A. Ewart, Molly Brant ES E. Wilkinson, Odessa PS S. Gratto, Storrington PS J. Clayton, W.J. Holsgrove PS C. Bevens-Leblanc, 2SLGBTQIA+ Focus Group (regrets) Z. Mnyetto, KEYS P. Bearse, Southeast Health Unit (regrets)	E. Smith, Administrative Assistant M. Christopher, IT

1. Welcome

- Co-Chair Venditti called the meeting to order.
- Co-Chair Venditti shared a personalised land acknowledgement with the group.
- Attendance/Regrets: P. Bearse, and C. Bevens-Leblanc sent regrets.
- Declarations of conflict of interest: S. Bradley declared possible conflict in connection with the presentation on Before and After Care.

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- Co-Chair Venditti reviewed meeting norms.
Housekeeping items: All attendees must sign in with name, role, and school (or organization for community members). When speaking, identify yourself by name, school, and role for accurate record keeping.
Engagement and conduct: Maintain respectful and professional behavior during discussions. Allow speakers to present without interruption; encourage constructive and courteous dialogue. PIC and the Board are allies working collaboratively for students and the school community. Keep discussions community-focused, avoiding personal stories. Stay on topic; changes in agenda template were made to help maintain focus and respect everyone's time.
New Topics and Motions: Only appointed PIC representatives may bring forward new topics or motions. Items should be submitted via email to PIC Co-Chairs or during agenda call-outs before meetings. Time-sensitive items may be requested for addition on the day, subject to group approval.
Guest Participation: Guests may observe and ask follow-up questions on presented topics. Guests cannot introduce new items; they must email PIC Co-Chairs or go through their school PIC Rep.
Quorum and Voting: Decisions require quorum; voting privileges are limited to PIC representatives. Voting items will be announced in advance to ensure participation.
Conflicts of Interest: Disclose any potential or perceived conflicts for notes.
Goal: Create a meeting environment that is respectful, transparent, and productive for all participants.

2. ADOPTION OF THE AGENDA

2.1 Adopted.

3. APPROVAL OF MINUTES

3.1 PIC Meeting Minutes from October 23, 2025, approved.

4. Presentations

- Land Acknowledgement Training - Superintendent Gillam provided an in-depth presentation to PIC members on the purpose, delivery, and customization of land acknowledgements within the Limestone District School Board, emphasizing the importance of genuine reflection, relationship-building, and actionable steps toward reconciliation. Supt. Gillam informed that the Indigenous team is available to support School Councils and provide presentations on land acknowledgements and land-based teachings. Supt. Gillam highlighted the availability of resources such as the First Nations and Treaty map of Ontario and offered to assist with obtaining materials or arranging presentations. In response to questions raised by PIC Representatives, Supt. Gillam confirmed that the Indigenous team provides presentations for students and can supply resources for families to support discussions at home. He noted that requests for such resources can be made through school contacts.
- Before and After School Program (BASP) - A comprehensive review of the Limestone District School Board's BASP, completed in Spring 2025, to determine the needs of LDSB families, was presented by Superintendent McDonnell and Research Analyst Laura Gillam. The scope of the review involved an assessment of the current and anticipated needs for BASP spaces in schools across the district, with a

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focus on equity, viability, and enrolment. The presentation included detailed survey findings, gaps in access to BASP spaces, challenges with staffing shortages, and next steps, with active discussion and questions from participants regarding enrolment, funding, and program models. The survey received 1,910 responses, primarily from families in the City of Kingston and Frontenac County, and captured both current users and those unable to access programs. Findings revealed a shortfall in available before and after school program spaces, with 1,658 additional spots needed in the previous year (2024/25) and 2,567 total anticipated spaces for the current year (2025/26). Based on survey responses from LDSB families, 24% of students in K-6 required BASP for 2025/26, only 13% of the K-6 student population could be accommodated based on licensed capacity, and just 8% based on current capacity and staffing levels, leaving a substantial unmet need. The highest numbers in identified need for BASP spaces were for students in Kindergarten, and lowest for students in grades 5 and 6. Key barriers to closing the gap in access to BASP spaces identified through family survey third-party provider feedback included insufficient program spots, staffing shortages (particularly in rural areas), and limited support for students with special education needs. The shortage of qualified staff, especially ECEs, was highlighted as a major constraint, with salary and split shifts contributing to recruitment and retention challenges.

The Board has implemented strategies such as promoting job postings to qualified staff, facilitating connections between third-party providers and employees (e.g., EAs/ECEs), and partnering with Tri Board Transportation to provide courtesy busing, where possible. A committee consisting of LDSB and BASP Third Party Providers servicing LDSB schools, meets regularly to address operational challenges.

Next steps include reviewing additional data sources, mapping community resources, considering the prioritization of BASP Extended Day (JK/SK) Programs in LDSB schools, and considering the expansion of authorized recreation programs. The board is investigating the feasibility of piloting an in-house before and after school program, similar to models in other Ontario boards, which would require further consultation.

Participants asked about program timing, survey costs, enrollment processes, funding, and the distinction between for-profit and not-for-profit providers. The board clarified that fees are paid directly to third-party providers, and that the board does not collect fees or receive direct funding for these programs.

5. ELECTIONS AND ROLE CONFIRMATIONS

5.1 Election

- Nomination for PIC Co-Chair was received and accepted. Co-Chair Venditti welcomed Jamie Clayton, PIC Rep. W.J. Holsgrove PS.

6. Business Arising from Previous Meeting

- The next meeting date for the 2SLGBTQIA+ Focus Group was set for November 18 at 7pm, with promotion conducted via Facebook and council networks. The group is working to increase awareness and participation and is considering feedback on messaging and outreach strategies.

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Clarification was provided that the group is primarily intended for parents, caregivers, and families of 2SLGBTQIA+ students, but is also open to allies and community members who share the goal of making schools welcoming and safe. The group aims to balance inclusivity with ensuring that impacted families have a central voice. The group maintains a process for RSVPs to help protect the space and ensure participants' safety and comfort.

- Bylaws are officially signed and available on the Board's website.
- A member noted heavy reliance on Facebook for updates and shared that they don't check Facebook frequently. The existence of two Facebook groups is causing confusion, and they asked why more communication is not sent by email. Co-Chair Venditti clarified that there are two Facebook presences:
 - Closed group: Intended for collaboration among PIC representatives and School Council Chairs—to enable easier access to one another and build connection across the board.
 - Public Facebook page: Being used increasingly to share informational and transparent updates about PIC and ongoing work, reflecting feedback received last year.

Email remains part of the mix, but it can be challenging to balance while also accommodating people who do not use social media. Question was asked which Facebook group contains 2SLGBTQ+ information; the response indicated that the advertisement for this meeting was posted on the public Facebook page.

- At the last meeting, the review of PIC Rep. Rules was deferred. After further consideration and awareness of upcoming priorities, the decision was made not to include this as a presentation in today's agenda. Instead, the plan is to redevelop the content into a resource that will be distributed to all members. Resource is currently being developed; details on format and presentation method are still being finalized. Members are advised to stay tuned for updates.
- Parent representation on committees – Co-Chair Venditti reiterated they intended to follow up with the Director but, due to the short turnaround between meetings, this has not occurred yet. An email to Director Burra will be sent the next week.
- Correspondence on future state of Trustee roles - The correspondence letter is in draft; it has been shared with PIC Rep. Bradley and Bevens-Leblanc for editing. Template letter for School Councils is also being finalized and will be shared after the weekend.
- Third Community seat for PIC (bylaws allow up to three) - Options discussed included One Roof and the Kingston Native Centre Language Nest; no additional suggestions were received by email. It was proposed, if attendees agree, to conduct an electronic poll by email to confirm whether to send invitations to these organizations. There were no objections. Co-Chair Venditti will send an email to this effect.
- Co-Chair Venditti acknowledged that the opportunity to vote on guest speakers, which was mentioned in the previous meeting, was not included in the recap email as intended. Apology offered for the oversight; the item will be included this time.
- Co-Chair Venditti completed the PRO initiative library, which was shared via public Facebook page, but it will be included in the meeting recap email as well.

7. Chair's Report

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- Co-Chair Venditti confirmed PRO funding of \$31,000 and an additional \$8,492 for PIC engagement. Discussion focused on how these funds can be used for guest speakers, events, and community engagement, with flexibility to support various initiatives. Participants discussed ways to improve the impact of PRO grants by encouraging collaboration between schools, sharing resources, and opening events to the broader community. Examples of successful partnerships and strategies for connecting councils were shared.
- Email was received from Maltby Centre Kingston regarding video vault; it appears to be a lot of developmental resources and neurodiversity resources. Co-Chair Venditti will share the information with the meeting recap.
- Student Census report was provided at the last meeting by Assoc. Superintendent Gollogly.
- Chair Workshop took place. Internet connectivity prevented sharing of the recording. It will be updated/redone and shared with all Chairs and Representatives once compiled. Slides will be sent if a new recording cannot be completed soon. Aim is to capture key engagement and insights from the session, as there are not reflected in the slides alone.
- PIC Representative identification – out of 58 schools, 33 schools Principals responded and identified designated Representatives; 12 schools identified a School Council Chair but no Representative (Chairs acting as proxy); 13 school provided no response yet. Some participants may be active without formal identification: follow with schools is planned. Specific school details will be shared in the next recap.
- Co-Chair Venditti provided clarification on quorum: current bylaws set quorum at 15% of formal reps or a minimum of 8 members, whichever is achievable. Previous quorum was 8; kept low intentionally to ensure business can be conducted given participation challenges. Discussion acknowledged difficulty in meeting higher ratios and the need for flexibility.
- Decision-making opportunities will continue to be shared via email to all Representatives, allowing those unable to attend meetings to participate.

8. Board and Trustee Updates

8.1 Superintendent/Director Update

Assoc. Superintendent Gollogly welcomed everyone. The Board had the first complete and then partial inclement weather days this week. Tri-Board Student Transportation Services (Tri-Board) works closely with their school bus companies to determine if it is safe to offer school transportation on inclement weather days.

All schools as well as the Education Centers' flags were lowered to half-mast in honour of Remembrance Day. Ceremonies took place at our schools throughout the board on November 11, 2025.

An update on [Limestone's Student Achievement Plan is included in the most recent Board Meeting package \(pages 37 through 39\)](#) – as Director Burra indicated in his family communication, we are looking for opportunities for feedback from families and looking at feedback in regards to the goals and high impact strategies and focus on improvement, student learning and well-being. The plan outlines how the Board is working to support student success in three key areas:

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- Achievement in Core Academic Skills (literacy and numeracy)
- Preparation for Future Success (graduation rates, career pathways)
- Student Engagement and Well-Being

There is a link in family update where you can leave your feedback [Share your feedback with Limestone online here.](#)

PIC Director's Night is planned for Thursday, December 4, 2025, at 6pm. Information will be sent to everyone one and advertised.

A reminder has been issued regarding the upcoming PA Day, scheduled for Friday, November 14, 2025.

Tri Board Student Transportation's procedures for inclement weather were reviewed, with suggestions to improve notification methods, such as adding text alerts. The use of the Tri Board app and School Messenger was discussed as current options.

8.2 Trustee update(s)

Trustee Godkin informed that the Board approved \$500,000 in surplus funding, with \$400,000 allocated to special education staffing and \$100,000 to mathematics and IT equipment, supplementing ongoing investments in these areas. Trustee Godkin clarified that this is over and above the fact that the Board has been contributing over \$10 million into Spec. Ed, which is where their priorities have been.

Next meeting of the Board is on November 19, 2025 – Annual General Meeting. Chair and Vice-Chair will be elected for 2025/26. Trustees elect those roles annually; Trustee terms are four years.

Special Meeting is on November 24, 2025, - Trustees will confirm committee assignments. If multiple Trustees seek the same committee, a committee election will be held.

Trustee Godkin discussed briefly government intention to remove Trustee positions. Updated proposed legislation would give the Minister freehand to replace Trustees for any reason whatsoever with a public supervisor, whereas current legislation limits this power to cases of financial mismanagement.

Trustee Godkin also informed that Federal flag protocol changed this year. Schools cannot fly any other flag on the same pole as the Canadian flag. Previously, a second flag could be flown if the Canadian flag was primary. Second flagpole option: if a school wishes to add a second flagpole, the Board is willing to collaborate on location and compliance (on school property). No Board funding is currently available for second flagpoles. School Councils interested in pursuing this may initiate the conversation—please contact Patty Gollogly, Associate Superintendent, to coordinate next steps. Estimated cost for a flagpole is \$4,000 to \$5,000. The Board Facilities Department would ensure proper installation and adherence to requirements.

Co-Chair Venditti said that schools may expedite certain projects by raising funds locally rather than waiting for the Board's facilities schedule, which often operates on a queue system because of their own

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responsibilities. It was also note that, while fundraising offers flexibility, it is not equitable across all schools. Some schools can easily raise \$4,000–\$5,000 for projects (e.g., flagpoles), while others might require years of fundraising to reach the same amount.

9. Community Update

9.1 Southeast Health Unit – P. Bearse sent regrets. Couple of notes were provided:

- Reminder that Grade 5 and 9 students get a free Access Pass to a variety of recreational facilities at designated times.
- Immunization of School Pupils Act – there was a media release recently from Southeast Public Health Unit, remind parents and guardians to make sure that they are uploading their children’s immunization records. It is parents/guardians responsibility to upload those in the system. The Health Unit will begin their official review in the New Year.

9.2 KEYS – No update was provided.

10. PIC Subcommittee Updates

- PRO Funding Subcommittee – no applications were received during the initial review window (November 4 to 7). One application has now been received. Subcommittee members have been connected to begin the process. Communication to families will follow once plans are finalized to encourage participation.
- There were no additional suggestions that came forward about other subcommittees that people had interest in. PIC Reps. Bradley and Rickey have interest and will continue to talk about developing a subcommittee for neurodiverse families.

11. Next Meeting Date

Thursday, February 5, 2026 at 6 PM.

12. Adjournment

The meeting adjourned at 8:20 PM.

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Indigenous Education Committee (IEC) Meeting Minutes

November 27, 2025

Public Meeting

Roll Call:

Trustees:	Members:
<p>J. Maracle R. Hutcheon</p>	<p>Present: Rena Petrick (Parent/Caregiver Representative) Liz Coates (Kingston Frontenac Public Library) Rachel Kolosov (LDSB Indigenous Student Trustee) Scot Gillam (LDSB – Superintendent) Tasha Wallace (Parent/Caregiver Representative) Mel Urquhart (Youth Diversion) Martha Duncan (LDSB – Elementary Principal – Fairfield Elementary School) Michelle Nyamekye (LDSB – River Teacher) Taylor Arndt (KNCLN – River Program) Lindsay Morcom (Queen’s & Ardoch First Nation) Tyler Brinklow (FNMI Consultant and Grad Coach) Shannon Tyner (LDSB – Secondary Principal – Ernestown Secondary School) Jessi DiRocco (LDSB – Elementary Indigenous Reengagement Teacher) Liv Rondeau (LDSB – Vice Principal of Indigenous Education) Kaycie Brant (Parent/Caregiver Representative) Amber Bryant-Peller (City of Kingston) Laura Callow (Providence Care)</p>

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Trustees:	Members:
	<p>Regrets:</p> <ul style="list-style-type: none"> Crystal Loft (Mohawk Traditional Knowledge Keepers from Tyendinaga) Mandy Smart (Mohawk Traditional Knowledge Keepers from Tyendinaga) Bond Strand (LDSB – Elementary Teacher – Bridge Program) Brandon Maracle (Kingston Native Centre and Languages Nest) Danka Brewer (Shabot Obaadjiwan Omaamiwininii Community) Cristina Warner (HomeBase Housing) Jayne Blondin (Sexual Assault Centre – Kingston) Kristen Lemay (Kingston Frontenac Public Library) Martina Kataquapit (Parent/Caregiver Representative) Mary-Jane Vincent (LDSB – Indigenous Support Worker) Nathan Cheechoo (Parent/Caregiver Representative) Willow Prue (LDSB – Indigenous Student Support Counselor) Sandy Maracle (Mohawks of the Bay of Quinte) Alison Billings (Parent/Caregiver Representative) Gillianne Mundell (Elementary Land Based Indigenous Education Teacher) Patty Brinklow (Mohawks of the Bay of Quinte) Deb St. Amant (Queen’s University & Grandmother’s Council, LDSB Cultural Advisor) Lorrie Larock (Youth Wellness Hubs of Ontario – One Roof) Lindsay Rogers (Highland Waters Métis Council) Géorgie Gagné

1. WELCOME

Trustee Jamie Maracle opened the meeting.

2. INTRODUCTIONS

Introductions were made around the circle. New members were welcomed to the circle.

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3. COMMITMENT STRING 2025-26

As Crystal Loft and Mandy Smart sent regrets, any members who did not yet add their beads to our Commitment String can do so at the February meeting.

4. ADOPTION OF THE AGENDA

MOVED BY: Consensus of IEC that the November 27, 2025, agenda be approved. Carried.

5. APPROVAL OF THE MAY 27th IEC MINUTES

MOVED BY: Consensus of IEC that the Minutes from September 25, 2025, be approved. Carried.

6. TEAM UPDATES

Vice Principal Rondeau shared the following updates:

- Vice Principal Rondeau presented at the Ontario Principal's Council LeadLearn Conference.
- Indigenous Student Leadership Circle supporting approximately 30 students – St. Lawrence College and Queen's visits, and Basket Weaving examples were shared.
- Land-Based Learning Program update and No. 9 Garden Collaboration.
- Lots of visits to both elementary and secondary schools.
- New Teacher Induction Program (NTIP) Indigenous Education component – mandatory at LDSB.
- Collaboration with Kingston Native Centre and Language Nest at FSS, KSS and LISS.
- Deer Harvesting – with River ASSP and Culinary teachers.

7. TERMS OF REFERENCE APPENDICES

- Trustee Maracle and Superintendent Gillam will share a draft of the Code of Conduct Appendix prior to the next meeting and final consensus will dictate its inclusion in the current Terms of Reference.
- More discussion to take place on inserting the Commitment String ceremony into an appendix at the next meeting.

8. BOARD ACTION PLAN (BAP) 2025-26

- Superintendent Gillam led a detailed review of the Indigenous education budget, outlining historical changes in funding, current allocations, and surplus management, and invited committee members to provide input on sustainable ways to support Indigenous students, families, and programming using both current and potential new resources.

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- Vice Principal Rondeau shared with the IEC the different categories for the BAP and instructed members to share their ideas on what should continue, what should stop and to provide possible new initiatives or focus under the BAP headings.
- Committee members were invited to contribute their ideas through a virtual Padlet activity, focusing on ministry-generated priorities such as language revitalization, land-based learning, and cultural programming, with an emphasis on sustainability and long-term planning.
- Information gathered will be shared at the February 10, 2026, IEC meeting.

9. COMMITTEE MEMBER UPDATES

- Committee members, including Liz Coates, Laura Callow, Amber Bryant-Peller, and others, shared updates on local events, language class initiatives, city engagement projects, and opportunities for collaboration, inviting further input and connections from the group.

10. NEXT MEETING DATE

- Tuesday, February 10, 2026

11. CLOSING

Trustee Jamie Maracle closed the meeting.

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

December 10, 2025

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	<p>Present:</p> <p>A. Martin, Member-at-Large (Queen’s University) Z. Rogers, Community Living Kingston E. Clow, Member-at-Large K. Hill, Member-at-Large H. Clark, Autism Ontario L. Clouthier, Easter Seals Ontario G. Eaton-Smith, Learning Disabilities Association of Kingston</p> <p>Regrets:</p> <p>J. Barker, Lennox & Addington Resources for Children</p>
Invitees:	Staff:
	<p>Present:</p> <p>S. Gillam, Superintendent of Education, Learning for All D. Thompson, 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 N. Dillard, Vice-Principal of Educational Services</p> <p>Regrets:</p> <p>T. Bonham-Carter, Special Education Program Coordinator J. Lalonde, Special Education Program Coordinator</p>
Recorder:	Guests:
J. Senior, Administrative Assistant	None at this time.

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1. WELCOME

Superintendent Scot Gillam called the meeting to order and welcomed everyone to the meeting.

Superintendent Scot Gillam read the Acknowledgement of Territory:

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

2. ADOPTION OF THE AGENDA

MOVED BY: Member-at-Large Erin Clow that the agenda be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

MOVED BY Trustee Tiffany Lloyd that the November 12, 2025, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 2025-2028 Mental Health, Substance Use and Addiction Strategy and 2025-2026 Action Plan –

Laura Conboy, Mental Health Lead and Melissa West, Special Education Coordinator, delivered an in-depth presentation and the following key points were presented:

Overview

The 2025–2028 Mental Health, Substance Use, and Addiction Strategy was developed using input collected over several years from students, parents, caregivers, staff, and community partners. Data sources included School Climate Surveys, Youth Diversion Annual Reports, Public Health modules, internal service delivery data, and consultation with Educational Services staff and the Mental Health and Substance Use Leadership Committee.

The team was intentional about ensuring this strategy is connected to other key board initiatives, such as the Equity Action Plan, Special Education Review, the LDSB Strategic Plan, and the Ministry of Education PPM 169, so that the vision for mental health and well-being aligns with broader organizational goals and does not stand alone.

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The Limestone District School Board (LDSB) recognizes the important role that schools play in promoting mental health. The Board's approach to well-being is student-centered, evidence-based, trauma-informed, and respectful of students' diverse needs. The strategy focuses on the following five key areas:

- Student Mental Health; Substance Use and Addiction Support
- Engagement and Collaboration
- Pathways To, Through, and From Mental Health Care
- Enhancing Staff Knowledge
- Identity-Affirming Practices

Annual action plans are developed prior to the beginning of each school year, outlining specific goals and activities connected to each key focus area.

2025-2026 Action Plan Highlights

Student Mental Health, Substance Use, and Addiction Support

- Revised practices to age of consent for mental health services.
- Support the redesign of the LINKS District Learning Centre (DLC).
- New Grade 6 Mental Health Literacy Modules:
 - Two 60-minute lesson plans from the Ministry of Education about digital safety and substance use health.
 - Goals: Safe online practices, privacy protection, healthy digital choices, understanding substance effects, decision-making, and refusal strategies.

Engagement and Collaboration

- Partnerships with Southeast Health Unit and Algonquin and Lakeshore Catholic District School Board (ALCDSB) to share and promote School Mental Health Ontario (SMHO) *By Your Side* resource with primary care providers in Kingston, Frontenac and Lennox & Addington (KFL&A).
- Provide schools with resources that support diverse student leadership styles and promote identity-affirming mental health initiatives, including stigma reduction strategies.

Pathways To/Through/From Care

- Use of evidence-informed brief interventions and standardized measurement tools to meet students' goals of improved mental health and substance use.
- All school administrators, educators and mental health support staff will have working knowledge of the LDSB Suicide Response Protocol.
- Introduce a new life promotion and suicide prevention workshop for school staff (Prepare/Prevent/Respond).

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Prepare/Prevent/Respond Workshop

- Replaces safeTALK training; focuses on school-based suicide prevention and life promotion.
- Three sections:
 - Prepare – Promoting wellness and providing foundational knowledge.
 - Prevent – Identifying concerns and knowing what to say.
 - Respond – Managing crises and supporting students in distress.

Enhance Staff Knowledge

- Deepen staff understanding of trauma origins and the impact of adversity on brain development.
- Provide training for educators to recognize signs of mental health concerns and connect students to appropriate care.
- Promote the use of validated screening tools to identify students who may need further assessment or intervention, including:
 - Ages and Stages Questionnaire (ASQ) – a screening tool for children ages 0–6 years (not diagnostic).
 - LDSB is one of nine central hub agencies piloting ASQ at two Families of Schools (Bayridge and Sydenham).
 - ASQ-3 focuses on general developmental areas; ASQ:SE-2 screens for social-emotional development.

Identity-Affirming Practices

- Target the prevention of violence and mental health concerns through student programming that promotes positive, healthy relationships.
- Work towards staffing complements that are more reflective of the student population.
- Strengthen staff capacity to create safe, affirming relationships.
- Introducing Stop Now And Plan (SNAP) for schools starting in January 2026 (more information to follow from Wendy Fisher at a future SEAC Meeting).
- The Social Workers team is engaging in a book student to strengthen affirming relationships and spaces. They are reading *Gender: Your Guide* (second edition by Dr. Lee Airton). Monthly group meetings include discussions on learnings, questions, and applications to support students in Limestone.

The 2025-2028 Mental Health, Substance Use and Addiction Strategy and 2025-2026 Action Plan demonstrate a comprehensive, multi-tiered approach to student mental health and well-being, emphasizing collaboration, evidence-based practices, staff training, and inclusive programming. The initiatives aim to create supportive environments for all students and families, with ongoing evaluation and adaptation based on data and feedback.

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6.2 Fetal Alcohol Spectrum Disorder (FASD) – Matt Aylsworth, Special Education Coordinator provided a comprehensive look at physical disabilities in the school environment, focusing on student profiles, accessibility, classroom supports, and the impact of Fetal Alcohol Spectrum Disorder (FASD). Key topics covered include:

Physical Disability Definition:

Physical disabilities may result from medical conditions or differences that affect participation in activities. Examples include cerebral palsy and FASD. Disabilities can be visible or hidden, and each student’s needs are unique.

Accessibility and Supports:

LDSB works to identify and remove barriers for all members of the school community. Accessibility involves not just physical changes but also recommendations from staff, families, and medical professionals. Supports include Specialized Equipment (SEA), Universal Design for Learning (UDL), and modifications/accommodations.

Assistive Technology and Equipment:

Tools such as computers, iPads, speech-to-text software, screen readers, mobility devices, adjustable desks, and communication apps are used to support students’ participation and independence.

Universal Design for Learning (UDL):

UDL principles guide the creation of inclusive environments, ensuring all students can actively participate in physical activities and learning experiences tailored to their abilities and interests.

Fetal Alcohol Spectrum Disorder (FASD):

FASD is a leading developmental disability in Canada, often hidden and complex, with lifelong impacts. Diagnosis requires confirmation of prenatal alcohol exposure and evidence of brain impairment in multiple domains. FASD can present similarly to other conditions and is associated with stigma and mental health challenges.

Key Takeaways:

- Physical disabilities represent unique learning profiles.
- Some physical disabilities are unseen.
- Presume competence in all students.
- Self-awareness helps students advocate for their needs.
- Inclusive practices benefit everyone in the school community.

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6.3 System Wide PA Day Update – Principal Deborah Thompson provided an overview of the System Wide PA Day professional learning sessions. The following highlights were noted:

Board Goals Highlighted:

- Improve achievement in math and literacy.
- Improve graduation rates and preparedness.
- Improve well-being, belonging, and engagement.
- Improve responsiveness to families and community partners.

Session Summaries

Deaf and Hard of Hearing Team

- Strategies to improve access for students who are deaf or hard of hearing.
- Emphasis on visual supports, captioning, and optimizing listening environments.

Speech and Language Team

- Focus on AAC (Augmentative and Alternative Communication).
- Modeling core vocabulary and supporting communication for minimally/non-speaking students.

Student Support Counsellors

- Creating safe, inclusive classrooms through proactive, relationship-based strategies.
- Introduction to PACE: Playfulness, Acceptance, Curiosity, Empathy.

Board Certified Behaviour Analysts (BCBAs)

- “Flipping the Script on Challenging Behaviour.”
- Behaviour understood as a skill to be taught; focus on teaching functional replacement skills.

Psychology Team

- Topics included emotional regulation, trauma-informed practices, and understanding assessment reports.
- Guidance on applying assessment findings to support programming and Individual Education Plan (IEP) development.

Intensive Support Teachers

- Introduction to the Tier 1 Toolkit: classroom regulation supports, environmental adjustments, and universal strategies.

Blind/Low Vision Team

- Supporting students with Cortical Visual Impairment (CVI).
- Use of high-contrast, simplified visuals and accessible materials.

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Educational Services – In-School Team Development

- Building effective in-school teams to support student needs collaboratively.

Special Education Coordinators

- Sessions on purposeful inclusion, collaborative assessments, supporting complex learner profiles, and community partnerships.
- Collaboration with Intensive Support Teachers and external experts (Queens University, Kids Inclusive).

Transition Planning Coordinators

- Secondary sessions on transition planning, pathway supports, and preparing students for post-secondary life.
- Emphasis on individualized, student-centered planning.

Additional Special Education Topics

- Activities and discussions on assistive strategies, inclusion, and supporting diverse student needs in elementary and secondary settings.

Overall, the themes emphasized a strong commitment to Universal Design, accessibility, and inclusive practice across the system. Staff continued to deepen collaboration within multidisciplinary teams, ensuring coordinated and comprehensive support for students. A heightened focus on regulation, communication, and elevating student voice across K–12 settings was evident throughout the sessions.

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

January 21, 2026

11. ADJOURNMENT

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

The meeting was adjourned at 6:41 pm.

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

January 21, 2026

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	<p>Present:</p> <p>A. Martin, Member-at-Large (Queen’s University) Z. Rogers, Community Living Kingston E. Clow, Member-at-Large H. Clark, Autism Ontario L. Clouthier, Easter Seals Ontario</p> <p>Regrets:</p> <p>J. Barker, Lennox & Addington Resources for Children G. Eaton-Smith, Learning Disabilities Association of Kingston K. Hill, Member-at-Large</p>
Invitees:	Staff:
	<p>Present:</p> <p>S. Gillam, Superintendent of Education, Learning for All D. Thompson, 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 N. Dillard, Vice-Principal of Educational Services J. Lalonde, Special Education Program Coordinator</p> <p>Regrets:</p> <p>T. Bonham-Carter, Special Education Program Coordinator</p>
Recorder:	Guests:
J. Senior, Administrative Assistant	R. MacKay, Teacher of the Deaf and Hard of Hearing T. Farrell, Teacher of the Deaf and Hard of Hearing K. Kyte, Teacher of the Deaf and Hard of Hearing Sarah Ruta, Teacher of Blind, Low Vision

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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 Anishinaabek 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 Member-at-Large Erin Clow that the December 10, 2025, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Sharing of Exceptionalities – Physical – Blind, Low Vision/Deaf Hard of Hearing – Deaf and Hard of Hearing Teachers Robbie MacKay, Katie Kyte, and Terry Farrell, along with Blind/Low Vision Teacher Sarah Ruta, provided an overview of these exceptionalities and the services offered within the Limestone District School Board (LDSB).

Blind/Low Vision

The Ministry of Education defines the exceptionality of Blind/Low Vision as “A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.”

The presentation outlined the current profile of students receiving Blind/Low Vision support, noting a diverse caseload across elementary and secondary schools, including students with both ocular and cortical vision conditions and many with multiple exceptionalities.

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Key supports include:

- Conducting functional vision assessments and interpreting eye reports for educators.
- Increasing staff understanding of the impact of vision loss and providing guidance on adapting instruction, assessments, learning materials, and school environments.
- Providing accommodations and materials in accessible formats, including assistive technology and Braille literacy instruction.
- Supporting students with self-advocacy skills, transitions, and use of vision-related tools and technology.
- Offering support to families regarding their child’s vision condition and connecting them with community and provincial resources.
- Ensuring Orientation and Mobility (O&M) support and promoting accessibility within school spaces.

Deaf and Hard of Hearing (DHH)

The DHH team reported on student demographics within the board, which includes a wide range of hearing profiles and support needs across approximately 40 schools.

Key areas of support included:

- Auditory management, including hearing loss education, use of Hearing Assistive Technology (HAT), and self-advocacy skills.
- Developing students’ expressive/receptive language, listening skills, and social-emotional communication.
- Providing speech support where required.
- Building strong relationships and connections between students, families, educators, and DHH teachers to help bridge learning gaps.
- Collaborative projects such as noise audits, acoustic panel trials, classroom soundfield initiatives, and parent engagement activities.
- Creating transition documents, developing new resources, and offering classroom presentations to raise awareness of hearing and hearing loss.
- Showcasing student successes in literacy, hands-on learning, early awareness activities, and family engagement events.

6.2 Students with Special Education Needs EQAO Results 2024-2025 – Principal Deborah Thompson and Vice Principal Nicola Dillard presented an overview of EQAO results and Special Education data. The following key highlights were shared:

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Overview of EQAO

EQAO (Education Quality & Accountability Office) administers provincial assessments in Grade 3 and 6 Reading, Writing, and Mathematics; Grade 9 Mathematics; and the Grade 10 Ontario Secondary School Literacy Test (OSSLT), which is a graduation requirement.

Overall Board Trends

Results demonstrated an upward trend across all eight assessment areas for Grades 3, 6, 9, and 10, including students with Special Education needs. This aligns with the Board's intention to support positive student outcomes across all schools.

Grade 3 Highlights

- Increases of 5%–8% in Reading, Writing, and Mathematics.
- LDSB outperformed provincial averages in all three areas.
- Students with Special Education needs improved by 8%–9%.

Grade 6 Highlights

- Achievement continued to rise, with 88% meeting Reading standards, 87% in Writing, and 51% in Math.
- Students with Special Education needs showed strong gains, including a 22% increase in Writing achievement.

Grade 9 Mathematics

Grade 9 Math results increased by 5%, with LDSB students with Special Education needs performing better than students with similar needs elsewhere.

Grade 10 Ontario Secondary School Literacy Test (OSSLT)

The OSSLT saw 95% participation and 84% success, representing a 3% improvement. Students with Special Education needs continued to demonstrate steady growth.

Contextual Data

- Participation rates for students with Special Education needs in LDSB exceeded provincial participation rates at all grade levels.
- Exemption rates for Math among students with Special Education needs remained below or close to provincial rates.

Ongoing Focus Areas

- Continued monitoring of participation and achievement trends, with attention to sustaining growth under the new Special Education model.
- Close examination of consistently higher LDSB participation rates compared to provincial results.

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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

February 11, 2026

11. ADJOURNMENT

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

The meeting was adjourned at 6:42 pm.

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