

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

Limestone District School Board

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

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

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

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.

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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 personalized 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 \$1,000 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

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improve building systems. The plan categorizes projects according to Ministry-defined systems, and the 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 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.

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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

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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 colour 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 10 Ontario Secondary School Literacy Test (OSSLT). OSSLT scores improved at a faster rate than the

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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,

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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 15-minute 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 Individualized Education Plans (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

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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 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, four secondary) show overall improvement, though variation persists, prompting continued qualitative data collection to guide adjustments.

Limestone District School Board

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

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

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

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.