
Agenda – Education, Policy and Operations Committee Meeting

Wednesday, February 4, 2026

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

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

Public Meeting – 5:30 p.m.

Private Session – following adjournment of the Public Meeting.

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.”

1. CALL TO ORDER

2. ADOPTION OF THE AGENDA

3. DECLARATION OF CONFLICT OF INTEREST

4. REPORTS FOR ACTION

5. REPORTS FOR INFORMATION

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

(Pages 2-21)

5.2 School Year Calendar Process for 2026-2027 - Associate Superintendent Gollogly

(Pages 22-29)

6. UNFINISHED BUSINESS

7. NEW BUSINESS

8. CORRESPONDENCE

9. NEXT MEETING – April 1, 2026

10. ADJOURNMENT

Limestone District School Board

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Administrative Report: Mental Health, Substance Use, and Addictions Strategy 2025-2028

Education, Property, Operations Committee Meeting

February 4, 2026

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

To update Trustees on the 2025-2028 Mental Health, Substance Use, and Addiction Strategy, and the 2025-2026 Mental Health, Substance Use and Addiction Action Plan.

Strategic Plan Goals linked to the strategy/plan:

- Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning
- Improve responsiveness and service to families, staff, and community partners

Background

As per School Mental Health Ontario (SMHO), a Board Mental Health and Substance Use Strategy is a “written expression of school board priorities and goals in the area of mental health, and the related initiatives designed to enhance student well-being in the short and longer term.” Each Ontario school board is required to have a three-year mental health and substance use strategy, along with a one-year action plan that defines priorities and actions related to mental health.

Current Status

The 2025-2028 Mental Health, Substance Use, and Addiction Strategy has been in place since September 2025 and guides the work of Laura Conboy, the LDSB Mental Health Lead, and supports the work of the LDSB Mental Health and Substance Use Leadership Committee. As part of this three-year plan, the 2025-2026 Mental Health, Substance Use and Addiction Action Plan details the goals associated with the current school year and actions that will support student well-being and mental health across the district.

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As in previous years, the goals are collated under keys areas of focus. For the 2025-2028 three-year plan and the 2025-2026 one-year plan, the areas of focus are:

- Student Mental Health, Substance Use, and Addiction Support
- Engagement and Collaboration
- Pathways to/through/from Mental Health, Substance Use, and Addiction Care
- Identity-Affirming Practices
- Equip and Support Staff

Key elements of both the 2025-2028 three-year plan and the current 2025-2026 Mental Health, Substance Use and Addiction Action Plan, include supporting the implementation of the recently released Grade 6 Mental Health Modules that support the Physical Education curriculum. This supports the ongoing work in supporting educators in the delivery of the Grades 7 and 8 Mental Health Modules as well as the revisions to the existing Career Studies (Grade 10 - GLC20) curriculum which were released in prior years. These modules are designed to enhance mental health literacy, and equip students with culturally responsive, evidence-informed knowledge, skills and strategies to support their mental health and well-being, both in school and moving forward.

Another key element of both plans is the implementation and scale-up of *PreVenture* in partnership with SMHO and Youth Wellness Hubs Ontario (YWHO). *PreVenture* is an evidence-based prevention program designed for youth 12-18. It utilizes personality-targeted interventions to promote mental health and delay substance use. Staff deliver programming that aims to equip at-risk youth with coping skills and self-efficacy to navigate challenges they may be facing.

The SMHO training program *Prepare, Prevent, Respond* (PPR) will be provided to LDSB teaching and support staff. PPR is a Life Promotion/Suicide Intervention program which is designed to help school staff in promoting daily wellness, recognizing the warning signs for suicide, and responding if a student tells them they are having thoughts of suicide. This training is an integral part of both plans, as well as a foundational support for the *LDSB Suicide Response Protocol*.

Recommendations

That this report be received by the Trustees for information purposes.

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Prepared by: Scot Gillam, Superintendent

Reviewed by: Krishna Burra, Director of Education

Attachments

2025-2028 Mental Health, Substance Use, and Addiction Strategy

2025-2026 Mental Health, Substance Use, and Addiction Action Plan

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Limestone District School Board

Mental Health, Substance Use, and Addiction Strategy

2025-2028

Our Intention: To make a positive difference in the lives of every student, in every classroom, in every school.

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Limestone District School Board

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1. LDSB's Intention, Mission, Vision, and Values

Our Intention:

To make a positive difference in the lives of every student, in every classroom, in every school.

Our Mission:

To make a positive difference in the lives of the students we serve by empowering every student with the essential skills to shape their future, be lifelong learners, and contribute meaningfully to an interconnected, inclusive, and evolving world.

Our Vision:

For all students, families, and staff to feel they belong within Limestone: a system that understands and supports learners' strengths, needs, and preferences; inspires their hearts and minds; and nurtures hope for the future success of every student, in every classroom, in every school.

Our Values:

Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all students at high levels. Our core values are critical to achieving our priorities as outlined in our mission and vision.

Adaptability
Community
Creativity
Empathy
Equity
Integrity
Respect

2. Mental Health, Substance Use, and Addiction Strategy, 2025-2028

The Limestone District School Board (LDSB) recognizes the important role schools play in promoting mental health. Our approach to well-being is student-centered, evidence-based, trauma-informed, and respects students' diverse needs. The three-year Mental Health, Substance Use, and Addiction Strategy has been informed by information gathered from students, caregivers, staff, and community partners. It focuses on 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; and identity-affirming practices (Figure 1).

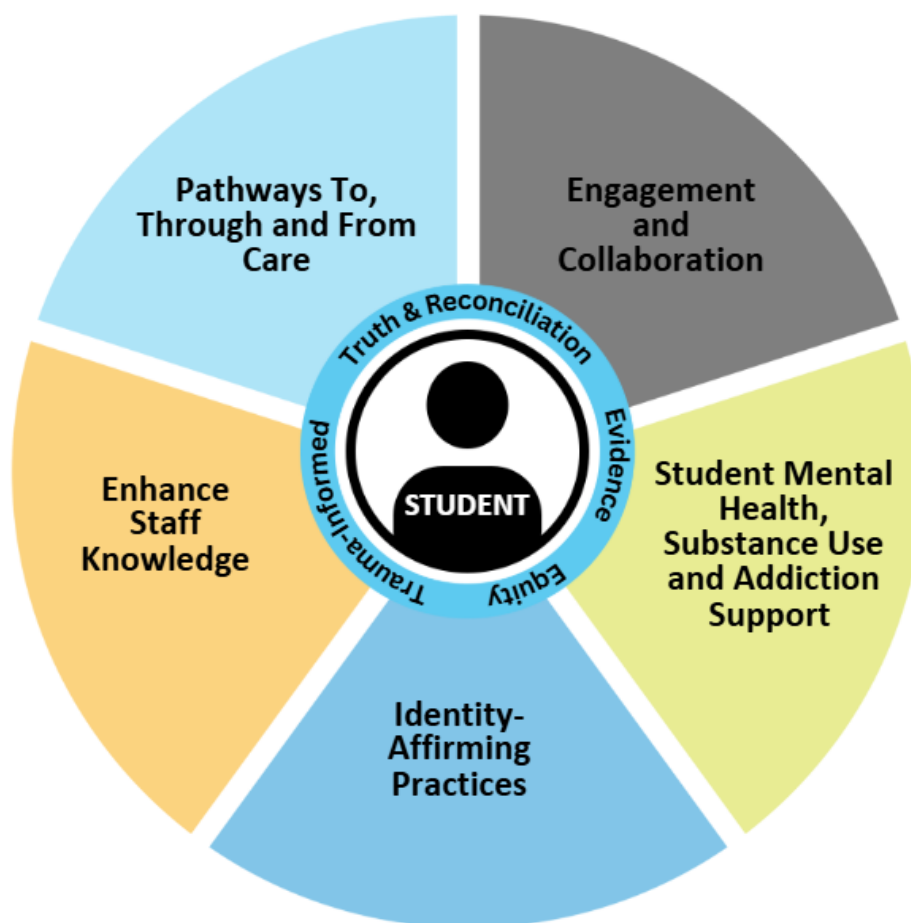


Figure 1. Mental Health, Substance Use, and Addiction Strategy, 2025-2028

[Annual action plans](#) will be created prior to the beginning of each school year, outlining specific goals and activities connected to each key focus area. We will work to implement and monitor these goals throughout the year.

Mental Health, Substance Use, and Addiction Strategy, 2025-2028

See Yourself in Limestone

3. Connections to LDSB Operational Plans

This strategy's focus areas are aligned with the goals and priorities established in a range of important LDSB documents and initiatives.

Connections to [Strategic Plan Goals](#)

- Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning
- Improve responsiveness and service to families, staff, and community partners

Connections to [Special Education Review](#)

- Individualized supports and accommodations
- Inclusive and supportive culture
- Staff support

Connections to [Equity Action Plan](#)

- Affirming identities – to create conditions that affirm, amplify, and acknowledge intersectionality
- Families and community partnerships – to build purposeful and collaborative community relationships and partnerships to increase the sense of belonging of LDSB students and families
- Anti-bias, anti-racism, anti-oppression learning
- Identifying and removing systemic barriers

4. Background

School and classroom environments have an important impact on a student's sense of belonging and overall mental health. As part of a broader system of mental health and addiction care for children and youth, schools create welcoming environments and promote wellness in the classroom, both in-person and virtually. Good mental health is essential for student success. Students who feel mentally well are more engaged in learning, experience a stronger sense of belonging, and perform better academically. Additionally, substance use prevention programs and supports contribute to improved student performance, participation, and overall well-being ([PPM 169](#)).

Staff receive mental health literacy and promotion training to recognize when students are struggling and provide appropriate support. School mental health professionals are trained in anti-oppressive, strengths-based, and evidence-informed interventions to support students with mild to moderate mental health concerns ([Right Time, Right Care, 2024](#)).

To inform this strategy, several sources were reviewed. These include:

- [2021-2024 Mental Health and Substance Use Strategy Progress Reports](#)
- [Policy and Program Memorandum \(PPM\) 169: Student Mental Health](#)
- 2023-2024 School Climate Survey data (including the KFL&A Public Health Module)

Mental Health, Substance Use, and Addiction Strategy, 2025-2028

See Yourself in Limestone

- 2021-2022 School Climate Survey data
- [Special Education Review 2023](#)
- School Mental Health Ontario (SMHO) Board Mental Health Scans, 2021-2022 and 2022-2023
- Youth Diversion 2021-2022 and 2022-2023 Annual Reports
- [Ontario Student Drug Use and Health Survey](#) (2022)
- [#HearNowON 2021](#)
- [Right Time, Right Care](#)
- [See Yourself in Limestone Student Census 2020 Reports](#)
- Internal service delivery data from, and consultation with, Educational Services
- Consultation with [Mental Health and Substance Use Leadership Committee](#)

Policy/Program Memorandum (PPM) 169

In January 2024, the Ministry of Education introduced [PPM 169: Student Mental Health](#), which outlines 11 requirements for school boards to provide culturally responsive, evidence-informed student mental health promotion, prevention and early intervention supports and services. These services address the diverse needs of students and emphasize the importance of working within a multi-tiered system of support (Figure 2). Schools primarily focus on tier 1 (mental health promotion) and tier 2 (prevention) services, with clear pathways for connecting students to more intensive community and hospital-based services when necessary (tier 3, intervention).

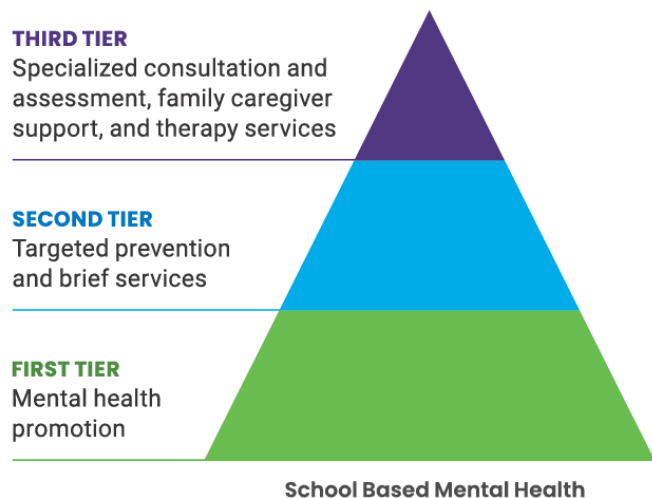


Figure 2. SMHO multi-tiered system of support

Identity-Affirming School Mental Health

Identity-affirming school mental health approaches focus on addressing individual student needs while affirming their intersecting and developing identities. When a student's identity is affirmed, it fosters a sense of hope, belonging, and well-being, leading to positive mental health. When a student's identity is ignored, excluded, or misunderstood, or when they face disparities related to social determinants of health (such as racism, ableism, or anti-2SLGBTQ+ hate), it can negatively impact their emotional well-being. These students often must work harder than others to achieve a sense of well-being (SMHO, 2025).

Identity-affirming, student-centred practices and programming must be chosen and implemented with a commitment to Truth and Reconciliation and equity, involving students, families, and the community to ensure resources meet student needs in affirming ways.

SMHO has developed an [Identity-Affirming School Mental Health Frame](#) with four key domains which LDSB refers to in order to guide our efforts in supporting students’ unique needs across schools. When schools and boards actively work to address and dismantle racism and oppression; engage and partner with students, caregivers, and community; amplify and honour diverse student, caregiver, and community perspectives; and respond with differentiated and identity-affirming supports and practices, they are working toward supporting every student.

5. Areas of Focus

Student Mental Health, Substance Use, and Addiction Support

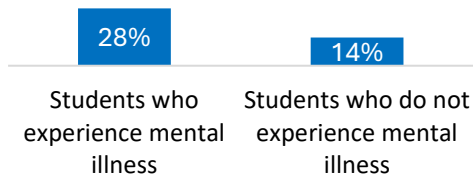


Figure 3. Students who report experiencing mental illness are more likely to report substance use in the last year.

There is a strong relationship between mental health concerns and substance use, with individuals experiencing mental health challenges being at higher risk for substance use problems, and vice versa ([Knowledge Institute, 2023](#)). In LDSB, students who report mental illness are more likely to also report having used substances in the past year (28%) compared to those without mental illness (14%) (LDSB School Climate Survey, KFL&A Public Health Module, 2024) (Figure 3).

Additionally, students who rate their mental health as “poor” are more likely to report substance use (23%) than those who report “good” to “excellent” mental health (13%) (LDSB School Climate Survey, KFL&A Public Health Module, 2024). While the findings are preliminary and not conclusive, they suggest that a supportive school mental health system addressing both mental health and substance use could be beneficial. Harm reduction approaches and culturally responsive, identity-affirming care have been shown to be effective in treating concurrent disorders ([The Knowledge Institute, 2023](#)).

The [Ontario Student Drug Use and Health Survey](#) (OSDUHS) (2022) found that approximately one in six students showed signs of moderate-to-serious problematic technology use. Many young people in Ontario spend significant time on devices, with over half of secondary students using smartphones, tablets, laptops, or computers for at least five hours daily. In LDSB, nearly half (47%) of students in Grades 9 to 12 who completed the School Climate Survey, KFL&A Public Health Module (2024) reported using social media for four

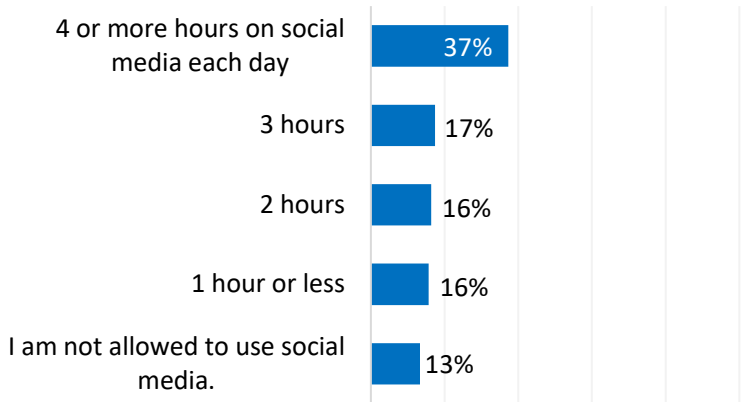


Figure 4. 37% of LDSB students in Grades 4 to 12 report using social media for four or more hours each day.

or more hours per day, while 41% of students in Grades 7 and 8 did the same. Overall, 37% of Limestone students in Grades 4 to 12 reported using social media for four or more hours each day (Figure 4). While digital technology provides many benefits, it has also been associated with outcomes such as feeling anxious and depressed, interfering with sleep, physical activity, relationships and work- or school-related issues ([Canadian Internet Use Survey, 2022](#)). LDSB School Climate survey data (2022) shows that students who use social media for four or more hours each day are more likely to rate their mental health as “poor” (23%), compared to the all-student average (15%).

In addition to social media, a significant portion of students' screen time is spent playing video games. According to the OSDUHS (2024), 28% of students play video games daily or almost daily. Of those who play, 18% show signs of a video gaming problem, rising to 35% among daily players (OSDUHS, 2024). Additionally, 6.5% of students in Grades 7-12 have skipped school or work, or engaged in problematic behavior to play video games, while 32.8% have neglected responsibilities such as homework, or spent less time with social connections (OSDUHS, 2024). This is especially concerning as missing school is linked to increased risks of academic and mental health issues, including school dropout (Cusack, 2025).

Ongoing efforts are needed to make mental health, substance use, and addiction topics that everyone feels comfortable discussing and seeking support for. The 2023-2024 Education Quality and Accountability Office (EQAO) questionnaire revealed that roughly one-third of students in Grades 6, 9, and 10 are unaware or unsure of available mental health resources/supports ([LDSB Regular Board Meeting, 2024](#)). This means that mental health literacy and promotion initiatives targeting students with lower knowledge of mental health and substance use resources can help create an environment where all students are well-informed and confident in addressing their mental health, substance use, and addiction at school.

***Proposed Actions:** Support the delivery of educator-led mental health literacy modules; Provide students with knowledge, resources, and programming that will help prevent, reduce, and address mental health concerns, substance use, and addiction; Provide education and support for students to build healthier digital technology habits; Target mental health promotion and literacy initiatives to increase overall student awareness of resources both at school and in the community; Collect mental health, substance use, and addiction data on the 2025 Student Census; Collect reasons for student absence data on the 2025 Student Census; Review existing practices related to age of consent for mental health and addiction services in schools.*

Engagement and Collaboration

The [#HearNowON 2021](#) report reveals that students want greater access to tools and education to support their mental health, manage stress, and navigate peer support safely. Similar findings were reported in the 2021 Mental Health and Substance Use Strategy survey in Limestone, where students showed a strong interest in learning more about mental health and substance use, with a focus on recognizing symptoms in

themselves or their peers (LDSB, 2021). Students have also reported wanting to be involved with mental health initiatives at their schools, and for their caregivers to learn more about mental health ([#HearNowON 2021](#)).

Caregivers play a critical role in supporting the mental health of students and should be involved in a student's mental health journey when possible ([PPM 169](#)). They have an important voice and many ideas and practices on how to support their child's well-being. Engaging with families, amplifying their voices, and providing educational and engagement opportunities through school community outreach efforts is necessary to support students' overall learning and well-being.

In Limestone, meaningful engagement with both students and caregivers is a priority, ensuring access to high-quality information centered on recognizing and addressing mental health, substance use, and addiction struggles, reducing stigma, and accessing appropriate supports. Engaging youth and caregivers helps improve the care system, guides planning, and has positive effects on psychological well-being and critical thinking ([The Ontario Centre of Excellence for Child and Youth Mental Health, 2021](#)).

***Proposed Actions:** Support opportunities to engage students in meaningful consultation, contribution, partnership, and leadership; Support opportunities to engage caregivers in meaningful consultation, contribution, partnership, and leadership; Build caregiver mental health literacy and awareness through resource sharing, educational, and engagement opportunities.*

Pathways to, through, and from Mental Health, Substance Use, and Addiction Care

Schools are ideal environments for promoting mental health, preventing mental health issues, and identifying early signs of mental health concerns in students with mild to moderate concerns. Schools equip students with the knowledge and skills to care for, advocate for, and manage their own mental health and well-being ([PPM 169](#)). In community settings, service providers offer a continuum of care for children and youth experiencing a range of mental health issues, from mild to severe.

Limestone aims to create clear and effective pathways for students to access mental health services. The focus remains on developing strong, accessible, and equitable support protocols. Through partnerships with children's mental health and addiction agencies in the [Right Time, Right Care](#) initiative, Limestone will ensure smooth connections between schools and community-based services. Transitioning between service providers and tiers of service aims to be seamless, especially for students with complex needs who may require intensive support.

Proposed Actions: School mental health professionals will understand and use brief, culturally-responsive mental health practices and resources; Mental health professionals will support students to access community services if, or when, needed; Continue to engage in joint local planning with community-based child and youth mental health and addiction providers; All school administrators, educators and mental health support staff will have working knowledge of the [Suicide Response Protocol](#); Introduce a new life promotion and suicide prevention workshop for school staff.

Enhance Staff Knowledge

School staff have a significant influence on students' lives, and learning about mental health is essential for supporting overall learning. Mental health education helps students feel prepared, fosters a sense of belonging, and can improve academic performance ([PPM 169](#)). The [#HearNowON 2021](#) report highlights that students want their teachers to have more mental health knowledge to better support their wellness. Student well-being is most effectively supported by integrating mental health into the curriculum, making it a part of everything educators and staff do ([Tranter, March 2025](#)).

All school staff play a role in promoting mental health and supporting various classroom and school-wide strategies to enhance student well-being. The LDSB 2021-2024 Mental Health and Substance Use Strategy consultation revealed that staff want to be better equipped to teach and support mental health education and respond to those in need. As many students turn to trusted staff when facing mental health challenges at school, ongoing role-specific professional development will be provided to staff, helping them feel confident in promoting positive mental health, identifying warning signs, and collaborating with students and caregivers to access the necessary supports and services.

Proposed Actions: Enhance educator and staff mental health literacy with a focus on prevention and early intervention; Embed identity-affirming mental health promotion and substance use prevention into daily practice; Provide access to role-specific professional learning opportunities for school mental health professionals; Collaborate with community partners on joint training initiatives; Support the use of validated screening tools to identify students who may benefit from further assessment and/or intervention.

Identity-Affirming Practices

Limestone's 2020 Student Census provided the first comprehensive demographic dataset for students in the district, revealing diverse, intersecting identities that must be recognized. The Student Census also highlighted the issue of systemic racism and discrimination within the board. The [Student Sense of Belonging Report](#) from April 2023 confirmed that what were once seen as isolated instances of

discrimination were, in fact, systemic issues (LDSB, 2023; see also the [Student Census Achievement Report, 2023](#)).

The Student Census Sense of Belonging Report (2023) found that 23% of students who identified as Black felt unwelcome or uncomfortable at school due to other students' treatment based on their race, cultural background, or skin color (p. 22). Data from the Student Human Rights Reporting Tool shows that anti-Black racism is a widespread issue, comprising 45% of all human rights reports in 2023-2024 ([LDSB Regular Board Meeting Agenda, 2024](#)). Additionally, students who identified as Jewish (18%) and Muslim (13%) experienced the highest rates of being made to feel unwelcome or uncomfortable at school due to their religion or faith (Sense of Belonging Report, 2023). Antisemitism and Islamophobia made up 9% and 4% of all human rights reports, respectively (LDSB Regular Board Meeting Agenda, 2024). In 2023-2024, the number of students referred to LDSB social workers for support related to coping with racism and social injustice increased by 7% (internal service data, 2024).

The 2020 Student Census data revealed that many identity groups experience disparities in both belonging and achievement ([Student Census Achievement Report, 2023](#)). Notably, students who identify outside the gender binary had higher rates of absenteeism. The primary reason for their absences, after illness, was being unhappy or anxious, with 58% of non-binary students reporting this, compared to only 25% of all students (Figure 5). This group also reported feeling that they do not experience a positive school climate, and that staff treat them differently from other students.

Mental health and substance use support services in the education system have a responsibility to address evidence of systemic issues like racism and discrimination and adjust their practices accordingly. Students who reviewed the 2020 Student Census findings emphasized the need for staff who understand diverse identities and how to support students facing racism and discrimination. Racialized students in focus groups expressed that there are few staff members who share their identity. This is supported by the 2024 LDSB Workforce Census and Belonging Survey, which found only 8% of staff identify as racialized, compared to 21% of students in the 2020 Student Census. Students emphasized the importance of having staff who look like them and share similar experiences, noting that their experience of caring adults would be better if there were more adults like them in schools (Student Census Sense of Belonging Report, 2023).

Meaningful collaboration and engagement require humility, partnership, and a focus on centering the voices, perspectives, and expertise of marginalized individuals. LDSB is committed to working with students,

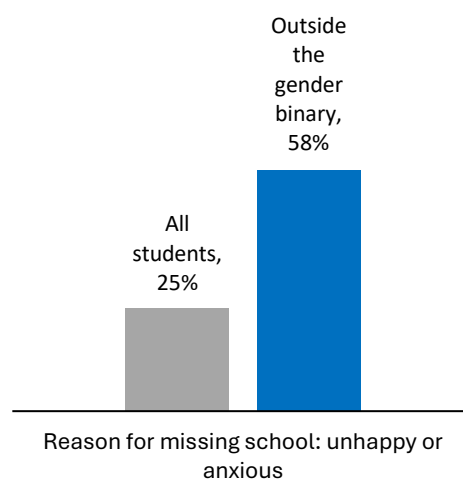


Figure 5. Students who identify outside the gender binary are more likely to say they miss school because they are unhappy or anxious.

caregivers, and community partners to ensure that mental health initiatives are identity-affirming, anti-oppressive, relevant, and culturally responsive.

***Proposed Actions:** Collaborate with the LDSB Equity Team on resource development, implementation, and shared training opportunities; Support the work of the student-led affinity groups in creating welcoming spaces in schools; Target the prevention of violence and mental health concerns through student programming that promotes positive, healthy relationships; Review mental health and substance use related policies and procedures to identify and eliminate discriminatory practices; Work toward a staffing complement that is more reflective of the student population.*

6. Expected Outcomes for the 2025-2028 Strategy

This strategy builds on past successes aiming to ensure that by 2028, **every student has access to evidence-based mental health supports and services across the tiers of intervention.** The LDSB Mental Health and Substance Use Leadership Committee, consisting of a Superintendent, Mental Health Leader, various LDSB staff, and community partners supports the planning and implementation of this strategy. They meet regularly to select initiatives, review data, make decisions, and monitor progress. Continuous monitoring will help identify successes and challenges in the strategy's implementation.

Limestone District School Board 2025-2026

Mental Health, Substance Use and Addictions Action Plan

Area of Focus	Goals	Key Activities	Audience	Timeline	Status	Monitoring and Evaluation
Student Mental Health, Substance Use and Addiction Support	Students will receive teacher-led, culturally-responsive mental health literacy programming.	Support the implementation of new mandatory mental health literacy modules for grade 6.	Grade 6 students Elementary educators Elementary administrators	September 2025		
		Provide ongoing support for the implementation of the mandatory grade 7 & 8 mental health literacy modules and the grade 10 mental health literacy modules for Career Studies (GLC20) .	Grades 7, 8 & 10 students Grades 7, 8 & 10 educators K-12 administrators	September 2025 – June 2026		
		In partnership with School Mental Health Ontario (SMHO) and Youth Wellness Hubs Ontario (YWHO), ongoing implementation and scale-up of PreVenture .	Grade 8 students Administrators & educators Student Support Counsellors & Social Workers	September 2025 – June 2026		
		Provide education and support to students around digital media literacy and balanced device use.	All students	September 2025 – June 2026		

	Provide students with resources and programming across the tiers of intervention.	Provide schools with resources to increase the number of students in grades 6, 9, and 10 who report being aware of mental health supports and services in order to seek supports for mental health.	Grades 6, 9 and 10 students	July 2025 – June 2026		
		Revise existing practices related to age of consent for accessing mental health and addiction services in elementary schools, to align with community practices.	Students age 12 and up Caregivers	September 2025		
		Support the redesign of the LINKS classroom for students with a history of significant non-attendance related to mild-to-moderate mental health concerns.	Grades 9 & 10 students Educational Services staff	September 2025 – June 2026		
		Offer schools resources to support diverse student leadership styles and use of identity-affirming mental health promotion and stigma reduction initiatives within schools.	Grades 7-12 students School staff Educational Services staff	September 2025 – June 2026		
		Collaborate with the K-12 Experiential Learning Consultant to increase student sense of belonging and engagement through hands-on approaches to learning.	All students	September 2025 – June 2026		
	Promote proactive approaches to fostering daily school attendance with an emphasis on self-care and prioritizing mental health.	Attendance awareness campaign, encouraging accurate reporting of absences due to a mental health concern.	Families/caregivers K-12 students Administrators Attendance Counsellors	September 2025 – June 2026		

	Support opportunities to engage caregivers in meaningful consultation, contribution, partnership and leadership.	Provide system-wide opportunities for caregivers to increase their awareness of child and youth mental health supports and services.	Caregivers	September 2025 – June 2026		
		Partner with South East Health Unit and ALCDSB to share and promote SMHO By Your Side resource with primary care providers in KFL&A.	Primary care providers	July – September 2025		
		Regulated school mental health professionals will utilize evidence-informed brief interventions and standardized measurement tools to meet students’ goals of improved mental health and substance use in the school setting.	Social Workers, Psychologists K – 12 students	September 2025 – June 2026		
		Non-regulated school mental health professionals will support students in the classroom, or through small groups, with evidence-informed mental health literacy and universal mental health promotion activities.	Adolescent Care Workers & Student Support Counsellors K-12 students	September 2025 – June 2026		
		Contribute to an improved system of care following Right Time, Right Care principles, clarifying roles and responsibilities at each tier of service and communicating about the available capacity of local community-based child and youth agencies.	Lead children’s mental health and addiction agencies School boards	July 2025 – July 2026		
Pathways To/Through/ From Mental Health, Substance Use, and Addiction Care	Mental health professionals will increase their understanding and utilization of brief, culturally-responsive mental health supports and resources, ensuring that students can access community supports if/when needed.	Through a collaborative initiative with Kingston Community Health Centres (KCHC), LDSB will support intermediate students and their families to experience coordinated service provision, better educational and healthcare experiences, and a	Junior/intermediate students at select elementary schools Caregivers	September 2025 – June 2026		

		sense of connection to community.				
		All staff will have an awareness of the LDSB Suicide Response Protocol and how to access pathways to care for students.	All staff	September 2025 - June 2026		
	School administrators, educators, and mental health support staff will have working knowledge of life promotion/suicide prevention, intervention and postvention protocols.	Applied Suicide Intervention Skills Training (ASIST) .	Administrators	September 2025		
			Educators Educational Services staff			
		Pilot SMHO Prepare, Prevent, Respond Life Promotion/Suicide Promotion Literacy for School Staff training workshop.	Educators Educational Assistants (EAs)	August 2025 - June 2026		
Identity-Affirming Practices				September 2025 – June 2026		
	Support schools to recognize the importance of identity-affirming practices and culturally-responsive resources and services across school environments.	Collaborate with Equity Team members around resource development, implementation, and shared training opportunities.	Educators Administrators School staff			
	Ensure all students have a fair and inclusive learning environment.	Review LDSB policies, procedures and guidelines that have a connection to student mental health and substance use, to identify and eliminate discriminatory practices.	K-12 students	September 2025 – June 2026		

Equip and Support Staff	Enhance educator and staff mental health literacy so they can embed mental health promotion and substance use prevention into the education experience for students and help to foster safe, and welcoming environments.	Share evidence-informed resources on mental health, substance use and addiction with school staff.	K-12 educators Administrators Educational Services staff	July 2025 – June 2026		
		Expand staff's understanding of the origins of trauma and the impact of adversity on the developing brain.	Administrators Educators Educational Assistants Educational Services staff	September 2025 – June 2026		
	Focus on prevention and early intervention practices.	Provide educator training to recognize signs of mental health concerns and facilitate access to care.	Educators	September 2025 – June 2026		
		Support the use of validated screening tools to identify students who may benefit from further assessment and/or intervention.	Students Caregivers Education staff Educational Services staff	September 2025 - June 2026		

Administrative Report: School Year Calendar Process 2026-2027

Education, Property, Operations Committee Meeting

February 4, 2026

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

To provide Trustees with an update related to the consultation and planning for the 2026-2027 school year. This report is a follow-up to the calendar information shared at the December 3, 2025 EPOC meeting. This information fits within the overall LDSB Strategic Plan under the goal of *Improving 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 the 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:

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

Limestone District School Board

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

See Yourself in Limestone

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 ALCDSB) have traditionally agreed upon a common calendar to share transportation costs. The Consortium agreement and practice is that should a board decide 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. Each day of independent transportation would cost LDSB more than \$250,000.

Current Status

School calendar leads from the three boards, after consulting with their Senior Teams, met several times to create options to share with their School Year Calendar Committee.

Facilitated by Associate Superintendent Gollogly, Limestone representatives from each labour group, as well as the Parent Involvement Committee Chairs, were invited to attend a meeting on January 16, 2026 to provide input on the four (4) options presented.

Next Steps and Communication Plan

Based on these meetings in all three boards, the following options were presented for the Committee and are the basis of a survey that is available to all members of the Limestone community, including community partners, from January 24 to February 9, 2026.

Option 1 Overview:

- **First Day of School:** September 1, 2026
- **Winter Break:** December 21, 2026 to January 1, 2027
- **March Break:** March 15 to 19, 2027
- **Last Day of School:** June 24, 2027
- **Professional Activity Days:**
 - August 31, 2026
 - September 25, 2026
 - October 26, 2026
 - November 27, 2026
 - January 29, 2027
 - May 31, 2027
 - June 25, 2027
- [Click here to view School Year Calendar – Option 1](#) (PDF)

Limestone District School Board

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

Option 2 Overview:

- **First Day of School:** September 2, 2026
- **Winter Break:** December 21, 2026 to January 1, 2027
- **March Break:** March 15 to 19, 2027
Please note, Friday, March 12 is a Board Holiday
- **Last Day of School:** June 28, 2027
- **Professional Activity Days:**
 - September 1, 2026
 - October 26, 2026
 - November 20, 2026
 - January 29, 2027
 - April 23, 2027
 - May 31, 2027
 - June 29, 2027
- [Click here to view School Year Calendar – Option 2](#) (PDF)

Option 3 Overview:

- **First Day of School:** September 8, 2026
- **Winter Break:** December 21, 2026 to January 1, 2027
- **March Break:** March 15 to 19, 2027
- **Last Day of School:** June 29, 2027
- **Professional Activity Days:**
 - September 3, 2026
 - September 4, 2026
 - October 26, 2026
 - November 27, 2026
 - February 2, 2027
 - May 31, 2027
 - June 30, 2027
- [Click here to view School Year Calendar – Option 3](#) (PDF)

Option 4 Overview:

- **First Day of School:** September 8, 2026
Please note that Friday, September 4, 2026, is a Board Holiday
- **Winter Break:** December 21, 2026 to January 1, 2027
- **March Break:** March 15 to 19, 2027
- **Last Day of School:** June 29, 2027
- **Professional Activity Days:**
 - September 2, 2026
 - September 3, 2026
 - October 26, 2026
 - February 2, 2027
 - April 16, 2027
 - May 31, 2027
 - June 30, 2027
- [Click here to view School Year Calendar – Option 4](#) (PDF)

Limestone District School Board

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

See Yourself in Limestone

At the EPOC meeting on February 4, 2026, preliminary results will be reviewed with Trustees.

Final survey results will be presented to Trustees at the Board Meeting on Wednesday, February 18, 2026, with a recommendation for the 2026-2027 school year calendar for approval.

Recommendations

That this report be received by the Trustees for information purposes.

Prepared by: Patty Gollogly, Associate Superintendent

Reviewed by: Krishna Burra, Director of Education

Attachments

2026-2027 School Year Calendar Options 1 to 4

Limestone District School Board

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

2026-2027 School Year Calendar – Option 1

Legend:

H = Statutory Holiday

E = Scheduled Examination Day

P = Professional Activity (PA) Day

B = Board Designated Holiday

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 P				
September 2026		1	2	3	4	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25 P	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	23	24	25	26	27 P	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 B	28 B	29 B	30 B	31 B	
January 2027					1 B	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 H	29 H	30	31		
April 2027				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	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 E	18 E	21 E	22 E	23 E	24	25 P	28	29	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

2026-2027 School Year Calendar – Option 2

Legend:

H = Statutory Holiday

E = Scheduled Examination Day

P = Professional Activity (PA) Day

B = Board Designated Holiday

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 B	28 B	29 B	30 B	31 B	
January 2027					1 B	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 B	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26 H	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

2026-2027 School Year Calendar – Option 3

Legend:

H = Statutory Holiday

E = Scheduled Examination Day

P = Professional Activity (PA) Day

B = Board Designated Holiday

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	2	3 P	4 P	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	23	24	25	26	27 P	30				
December 2026		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
January 2027					1 B	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25 E	26 E	27 E	28 E	29
February 2027	1	2 P	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 H	31		
April 2027				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	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	22 E	23 E	24 E	25 E	28 E	29	30 P		
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

2026-2027 School Year Calendar – Option 4

Legend:

H = Statutory Holiday

E = Scheduled Examination Day

P = Professional Activity (PA) Day

B = Board Designated Holiday

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	2 P	3 P	4 B	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	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 B	28 B	29 B	30 B	31 B	
January 2027					1 B	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22 E	25 E	26 E	27 E	28 E	29
February 2027	1	2 P	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 H	29 H	30	31		
April 2027				1	2	5	6	7	8	9	12	13	14	15	16 P	19	20	21	22	23	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	22 E	23 E	24 E	25 E	28 E	29	30 P		
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