

Agenda – Regular Board Meeting

Wednesday, January 14, 2026 - 6:00 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

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

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 Special Meeting of the Board Meeting Minutes (Private) – December 3, 2025

5. FOR INFORMATION

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

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

10. PRIVATE SESSION REPORT

11. APPROVAL OF ABSENCES

12. APPROVAL OF MINUTES

- 12.1. Annual Board Meeting Minutes – November 19, 2025 (Pages 4-11)
- 12.2. Nominations Committee Meeting Minutes – November 24, 2025 (Pages 12-14)
- 12.3. Special Board Meeting Minutes – November 24, 2025 (Pages 15-19)
- 12.4. EPOC Meeting Minutes – December 3, 2025 (Pages 20-26)
- 12.5. Special Meeting Minutes – December 3, 2025 (Pages 27-29)

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. Multi-Year Capital and School Renewal Project Plan – Superintendent Young, Manager of Facility Services, Dave Fowler and Assistant Manager of Facility Services, Charlyn Downie (Pages 30-35)
- 14.4. Reports for Information
 - 14.4.1. 2025-2026 Revised Estimates and Interim Financial Report for Q1 – Superintendent Young and Manager of Financial Services, Paula Carson (Pages 36-47)

Limestone District School Board

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

14.4.2. **Strategic Plan End-of-Year Report 2024-2025** – Director Burra (Pages 48-56)

14.4.3. **Math Achievement Action Plan Update** – Associate Superintendent Hedderson
(Pages 57-60)

15. UNFINISHED BUSINESS

15.1 **Election of the OPSBA Representative** - At the Nominations, Special Meeting of the Board the following motion was brought forward: *MOTION MOVED BY: Trustee Godkin That: The board defers the election of the OPSBA representative to the January 14, 2026, Board meeting and that the current representative remains in place until that time. Carried.*

16. NEW BUSINESS

17. CORRESPONDENCE

18. NOTICES OF MOTION

19. ANNOUNCEMENTS

20. COMMITTEE MINUTES FOR INFORMATION

20.1. Indigenous Education Committee Minutes September 25, 2025 – (Pages 61-64)

20.2. Special Education Advisory Committee Minutes October 15, 2025 – (Pages 65-71)

20.3. Parent Involvement Committee Minutes October 23, 2025 – (Pages 72-84)

20.4. Special Education Advisory Committee Minutes November 12, 2025 – (Pages 85-90)

21. FUTURE BOARD MEETING SCHEDULE

February 4, 2026 (EPOC)

February 18, 2026

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

Limestone District School Board

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

Annual Board Meeting Minutes – November 19, 2025

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 S. Ruttan C. Scott M. Comeau (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee) (regrets)	
Guests:	Recorder:
Roger Richard, Consultant	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Vice-Chair Godkin called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Hutcheon. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

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

4. ACTION ITEMS

4.1 Regular Board Meeting Minutes (Private) – October 29, 2025

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

Limestone District School Board

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

5. FOR INFORMATION

- 5.1. Safe Schools Update
- 5.2. Property Update
- 5.3. Personnel Update – Trustees discussed a Personnel Update.
- 5.4. Labour Update
- 5.5. Legal Update
- 5.6. OPSBA Update

6. REPORT TO PUBLIC SESSION

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

MOTION: That the Board rise and report.

MOVED BY: Trustee Lloyd. Carried.

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) R. Hutcheon T. Lloyd J. Maracle K. McGregor (Chair) J. Morning J. Neill 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 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 C. Young, Superintendent of Business Services
Guests:	Recorder:
R. McDonald, K to 8 Equity and Inclusion Consultant C. Tang, Elementary Teacher, Calvin Park PS Grade 7 and 8 Calvin Park PS Challenge Students	S. Mitton, Executive Assistant to the Director and Trustee Liaison

7. CALL TO ORDER

Director Burra stated “Good evening. In accordance with Section 208 of The Education Act, and LDSB By-Laws Article II, and IV, and under the authority invested in me as the Secretary of the Board, I welcome

Limestone District School Board

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

everyone to the Annual Meeting of the Limestone District School Board for the term ending November 18, 2026.

This evening Trustees will elect a Chair and Vice-Chair to serve as Executive for the next year. I shall be the presiding officer of this Annual Meeting, pending the election of the Chair of the Board, and therefore call this meeting to order.”

8. LAND ACKNOWLEDGEMENT

Director Burra 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. We honour their cultures and celebrate their commitment to this land.”

9. STUDENT PERFORMANCE

Director Burra welcomed Rachael McDonald to introduce teacher Catherine Tang and the Intermediate students from the Calvin Park Public School Challenge Program. Ms. McDonald shared that the students will be performing on instruments from the LDSB Equity Arts Lending Library. The Lending Library includes musical instruments, staging supplies, dance materials, and percussion kits, which are delivered to schools via the board’s courier system, a resource designed to ensure all students have access to arts materials regardless of school location.

Ms. McDonald noted that thanks to funding from the Limestone Learning Foundation, every elementary school will receive a set of glockenspiels and other instruments over the next two years. Rural schools will be prioritized to address distance barriers. These resources are paired with professional learning and curriculum supports to promote hands-on, creative learning experiences aligned with curriculum goals.

The Intermediate students performed “*Viva La Vida*” by Coldplay using glockenspiels and xylophones for Trustees and the viewing public.

10. OPENING GREETINGS AND INTRODUCTIONS

Director Burra stated, “As we begin the fourth year of Trustees’ four-year term of office, I would like to express my appreciation to the Board of Trustees for the important contributions and decisions made that support student achievement and well-being while ensuring the Board fulfills its duties under the Education Act.”

Director Burra called the roll:

Indigenous Trustee Jamie Maracle

Limestone District School Board

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Representing the Town of Greater Napanee: Tiffany Lloyd

Representing the Townships of Central Frontenac, Addington Highlands, and North Frontenac: Karen McGregor

Representing the Townships of Loyalist and Stone Mills: Robin Hutcheon

Representing the Township of South Frontenac: Suzanne Ruttan

From the City of Kingston:

Representing the City of Kingston Districts of Pittsburgh, King's Town and Frontenac Islands: Bob Godkin

Representing the Districts of Portsmouth and Sydenham: Joy Morning

Representing the Districts of Kingscourt-Rideau, Countryside, and Williamsville: Jim Neill

Representing the Trillium and Lakeside Districts: Garrett Elliott

Representing the Loyalist-Cataraqui, Collins Bay, and Bayridge, and Meadowbrook-Strathcona Districts: Chris Scott

Indigenous Student Trustee Rachel Kolosov

Rural Student Trustee Mia Comeau

Urban Student Trustee Siham Ismail

Director Burra indicated that the formal requirements of the meeting will continue.

11. DECLARATION OF INVOLVEMENT

Trustees of the Limestone District School Board are committed to accountability and transparency. The Trustee Code of Conduct states: "Trustees shall declare any conflict of interest or involvement, financial or otherwise, between their personal life and/or business interests and their position of the Board." In support of this, Trustees annually declare their ongoing involvement with agencies, boards, and committees in organizations outside the Limestone District School Board and declare verbally at the annual Board Meeting.

Trustees read their Declarations of Involvement with respect to what other community organizations they are members or volunteers.

12. ELECTION OF THE CHAIR

Director Burra called for nominations for the position of Chair of the Board.

Trustee Godkin nominated Trustee Hutcheon. Trustee Hutcheon accepted the nomination.

Trustee Elliott nominated Trustee McGregor. Trustee McGregor accepted the nomination.

Limestone District School Board

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

Director Burra called for nominations two additional times. Hearing none, he stated that nominations would be closed.

MOVED by Trustee Scott and seconded by Trustee Lloyd that the nominations be closed. Carried.

Both the nominators and candidates addressed the Board. The candidates thanked their colleagues for their nominations.

Trustees voted on their selection of the Chair of the Board. Superintendent McWilliams and Superintendent Young counted the votes. Director Burra congratulated Trustee McGregor on being voted Chair of the Limestone District School Board for the November 19, 2025 to November 18, 2026 session.

Director Burra called for a motion for the ballots to be destroyed.

MOVED by Trustee Scott and seconded by Trustee Lloyd that the ballots be destroyed. Carried.

13. ELECTION OF THE VICE-CHAIR

Chair McGregor called for nominations for the position of Vice-Chair of the Board.

Trustee Hutcheon nominated Trustee Godkin. Trustee Godkin accepted the nomination.

Trustee Scott nominated Trustee Lloyd. Trustee Lloyd accepted the nomination.

Chair McGregor called for nominations two additional times. Hearing none, she stated that nominations would be closed.

MOVED by Trustee Scott and seconded by Trustee Ruttan that the nominations be closed. Carried.

Both candidates addressed the Board and thanked their colleagues for the nomination.

Trustees voted on their selection of Vice-Chair of the Board. Superintendent McWilliams and Superintendent Young counted the votes. Chair McGregor congratulated Trustee Lloyd on being voted Vice-Chair of the Limestone District School Board for the November 19, 2025 to November 18, 2026 session.

MOVED by Trustee Godkin and seconded by Trustee Neill that the ballots be destroyed. Carried.

14. PRIVATE SESSION REPORT

During private session following at the October 29 Board Meeting:

- Director Burra Discussed a Personnel Update

Limestone District School Board

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

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

Earlier this evening during Private Session:

The private session minutes were approved from the October 29, 2025, Regular Board Meeting.

- Trustees discussed a Personnel update

There was no other business conducted, or motions passed in Private Session. *MOVED By Vice-Chair Godkin and seconded by Trustee Lloyd that the Private Session Report be received. Carried.*

15. APPROVAL OF ABSENCES

16. APPROVAL OF MINUTES

16.1 Regular Board Meeting Minutes – October 29, 2025

Trustee Morning requested to separate the Regular Board Meeting minutes from October 29, 2025. She requested that her absence be changed from virtual to approved absence due to reason outlined in Policy 15, section 2.3.0.

MOVED BY Trustee Scott and seconded by Trustee Godkin that the minutes, as amended, be approved. Carried.

16.2 Audit Committee Meeting Minutes – November 10, 2025

MOVED BY Trustee Godkin and seconded by Trustee Lloyd that the minutes, as presented, be approved. Carried.

17. REPORTS FOR INFORMATION

None at this time.

18. REPORTS FOR ACTION

None at this time.

19. CORRESPONDENCE

None at this time.

Limestone District School Board

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

20. BUSINESS ARISING

Motion brought forward by Vice-Chair Godkin at the October 29, 2025 meeting: *“Given the Minister of Education’s musings regarding the potential removal of some, or all, Trustees in the province of Ontario, and that we have already sent a letter to the Minister and other specific audiences, I would like to put forward a motion to expand the number of recipients of the letter to include local media outlets immediately and potentially other parties after further discussions and a formal motion at the November Board Meeting.”*

Motion Moved by Trustee Hutcheon and seconded by Trustee Neill that “The board distributes our letter to the Minister for information to the Director’s Performance Appraisal contact list.” Trustees discussed the motion. The question was called. The motion failed.

Trustee Maracle abstained from the discussion and motion.

21. FUTURE BOARD MEETING SCHEDULE

November 24, 2025 (Nominations/Special Meeting)

22. ADJOURNMENT

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

The Meeting Adjourned at 6:50 p.m.

PRIVATE SESSION CONTINUED FOLLOWING ADJOURNMENT OF THE 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 S. Ruttan C. Scott M. Comeau (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee) (regrets)	K. Burra, Director of Education

Limestone District School Board

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

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

23. FOR INFORMATION

- 23.1. **Safe Schools Update** – None at this time.
- 23.2. **Property/Legal Update** – None at this time.
- 23.3. **Personnel Update** – Trustees discussed a Personnel Update which resulted in a motion passed.
- 23.4. **Labour Update** – None at this time.
- 23.5. **OPSBA Update** – None at this time.

24. ADJOURNMENT AND 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 at the November 24, 2025, Special Meeting of the Board.

MOVED BY: Trustee Hutcheon. Carried.

The meeting adjourned at 8:02 p.m.

Limestone District School Board

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

See Yourself in Limestone

Nominations Committee Meeting Minutes – November 24, 2025

PUBLIC MEETING

Roll Call:

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

1. CALL TO ORDER

Chair McGregor welcomed everyone to the Nominations Committee Meeting and called the roll. She provided the Land Acknowledgement: “The Limestone District School Board is situated on the traditional territories of the Haudenosaunee and Anishinaabek. 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 Neill that the agenda, as presented, be approved. Carried.

3. CHOICE OF STATUTORY AND STANDING COMMITTEE RESPONSIBILITIES

(a) Audit Committee (serving year 4 of 4-year term):

- (1) Trustee Elliott
- (2) Trustee Lloyd
- (3) Trustee Ruttan

Limestone District School Board

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

- (b) Awards Committee:
 - (1) Trustee Elliott
 - (2) Trustee McGregor
 - (3) Trustee Neill
 - (4) Trustee Ruttan (Alternate)

- (c) Special Education Advisory Committee (serving year 4 of 4-year term):
 - (1) Trustee Lloyd
 - (2) Trustee McGregor
 - (3) Trustee Neill (Alternate)

- (d) Environmental Sustainability Advisory Committee:
 - (1) Trustee Morning
 - (2) Trustee Scott

- (e) Parent Involvement Committee:
 - (1) Trustee Godkin
 - (2) Trustee Hutcheon (Alternate)

- (f) Indigenous Education Committee:
 - (1) Trustee Maracle
 - (2) Trustee Hutcheon
 - (3) Trustee Neill (Alternate)

- (g) Director's Review Committee (June to June term):
 - (1) Trustee McGregor
 - (2) Trustee Lloyd
 - (3) Trustee Elliott
 - (4) Trustee Scott

SPECIAL COMMITTEES:

- (a) Supervised Alternative Learning:
 - (1) Trustee Morning
 - (2) Trustee Neill (Alternate)

Limestone District School Board

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(b) Expulsion Hearing Committee/Disciplinary Hearing Committee Pool

The following trustees indicated that they would like to be placed in the Expulsion Hearing Committee/Disciplinary Hearing Committee Pool:

- (1) Trustee Elliott
- (2) Trustee Hutcheon
- (3) Trustee McGregor
- (4) Trustee Ruttan
- (5) Trustee Scott

(c) OPSBA (Term from June to June):

MOTION MOVED BY: Trustee Godkin That: The board defers the election of the OPSBA representative to the January 14, 2026, Board meeting and that the current representative remain in place until that time. Carried.

(d) Food Sharing Project:

- (1) Trustee Neill
- (2) Trustee Scott (Alternate)

**4. DESIGNATION OF TRUSTEE TO PRESENT THE REPORT OF THE NOMINATIONS COMMITTEE
RE: TRUSTEE COMMITTEE SELECTION**

Trustee Lloyd volunteered to present the report from the Nominations Committee for the Trustee Committee selections at the Special Board Meeting.

5. ADJOURNMENT

MOTION MOVED BY: Trustee Hutcheon that the meeting adjourn. Carried.

The Meeting Adjourned at 6:20p.m.

Limestone District School Board

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

See Yourself in Limestone

Special Board Meeting Minutes – November 24, 2025

PUBLIC MEETING

Roll Call:

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

1. CALL TO ORDER

Chair McGregor called the meeting to order. She advised that this is a brief meeting to receive the report of the Nominations Committee. Chair McGregor indicated that prior to receiving this report, the Board will move into Private Session to discuss a personnel item. For the viewing public, the meeting will resume in public session in approximately 30 minutes to be extended if required.

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
G. Elliott (approved virtual) B. Godkin R. Hutcheon T. Lloyd (Vice-Chair) J. Maracle K. McGregor (Chair) J. Morning	K. Burra, Director of Education

Limestone District School Board

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

J. Neill S. Ruttan C. Scott M. Comeau (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee) (regrets)	
Guests:	Recorder:
Roger Richard, Consultant	S. Mitton, Executive Assistant to the Director and Trustee Liaison

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Godkin and seconded by Trustee Neill. 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 Regular Board Meeting Minutes (Private) – November 19, 2025

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

5. FOR INFORMATION

- 5.1. Safe Schools Update
- 5.2. Property/Legal Update
- 5.3. Personnel Update – Trustees discussed a Personnel Update which resulted in a motion passed.
- 5.4. Labour Update
- 5.5. 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 Hutcheon. Carried.

Limestone District School Board

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

RETURN TO SPECIAL MEETING PUBLIC SESSION

7. LAND ACKNOWLEDGEMENT

Chair McGregor stated that the Acknowledgement of Territory was recognized earlier in the evening during the Nominations Committee meeting.

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. PRIVATE SESSION REPORT

Trustee Lloyd stated that based on the private session held on November 19 and earlier this evening, there was only discussion of a Personnel item that resulted in a motion being passed.

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

10. REPORT OF THE NOMINATION COMMITTEE MEETING OF NOVEMBER 19, 2025

Trustee Lloyd read the report of the Nominations Committee.

(a) Audit Committee (serving year 4 of 4-year term):

- (1) Trustee Elliott
- (2) Trustee Lloyd
- (3) Trustee Ruttan

(b) Awards Committee:

- (1) Trustee Elliott
- (2) Trustee McGregor
- (3) Trustee Neill
- (4) Trustee Ruttan (Alternate)

(c) Special Education Advisory Committee (serving year 4 of 4-year term):

- (1) Trustee Lloyd
- (2) Trustee McGregor
- (3) Trustee Neill (Alternate)

(d) Environmental Sustainability Advisory Committee:

- (1) Trustee Morning
- (2) Trustee Scott

Limestone District School Board

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

- (e) Parent Involvement Committee:
 - (1) Trustee Godkin
 - (2) Trustee Hutcheon (Alternate)

- (f) Indigenous Education Committee:
 - (1) Trustee Maracle
 - (2) Trustee Hutcheon
 - (3) Trustee Neill (Alternate)

- (g) Director's Review Committee (June to June term):
 - (1) Trustee McGregor
 - (2) Trustee Lloyd
 - (3) Trustee Elliott
 - (4) Trustee Scott

SPECIAL COMMITTEES:

- (a) Supervised Alternative Learning:
 - (1) Trustee Morning
 - (2) Trustee Neill (Alternate)

- (b) Expulsion Hearing Committee/Disciplinary Hearing Committee Pool

The following Trustees indicated that they would like to be placed in the Expulsion Hearing Committee/Disciplinary Hearing Committee Pool:

- (1) Trustee Elliott
 - (2) Trustee Hutcheon
 - (3) Trustee McGregor
 - (4) Trustee Ruttan
 - (5) Trustee Scott

- (c) OPSBA (Term from June to June):

Selection of the OPSBA Representative has been deferred to the January 14, 2026 Board meeting. Trustee McGregor will continue in her role until that time.

- (d) Food Sharing Project:

Limestone District School Board

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

- (1) Trustee Neill
- (2) Trustee Scott (Alternate)

11. ADJOURNMENT

MOTION MOVED BY: Trustee Godkin that the meeting adjourn. Carried.

The Meeting Adjourned at 7:13p.m.

Limestone District School Board

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

[See Yourself in Limestone](#)

Education, Policy and Operations Committee Meeting Minutes – December 3, 2025

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 S. Ruttan C. Scott (approved virtual) M. Comeau (Student Trustee) R. Kolosov (Student Trustee) S. Ismail (Student Trustee)	K. Burra, Director of Education P. Gollogly, Associate Superintendent of Education S. Hedderson, Associate Superintendent of Education A. McDonnell, Superintendent of Education S. Sartor, Associate Superintendent of Education A. Grange, Communications Consultant
Guests:	Recorder:
	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. APPROVAL OF ABSENCES

Chair Lloyd indicated that Trustee Scott was joining the meeting virtually.

3. ADOPTION OF THE AGENDA

Limestone District School Board

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

Student Trustee Kolosov requested to amend the agenda to present the Student Trustee Report as item 6.1.

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

4. DECLARATION OF CONFLICT OF INTEREST

There were no conflicts declared.

5. REPORTS FOR ACTION – None at this time.

6. REPORTS FOR INFORMATION

6.1 Student Trustee Report

Student Trustee Kolosov stated “Good evening Trustees,

In this Student Trustee report for this month, I will be sharing items from this month’s Interschool Council (ISC) meeting, the Indigenous Leadership Circle meeting, and OSTA-AECO Ontario Student Trustees Fall General meeting that my co-Trustees and I attended this past weekend.

Firstly, we had our second ISC meeting of the year on November 12, with guest speakers Michael Blackburn with Gabriel Bergeron, a Bayridge Secondary School student, who presented the SLAP program mission and background of the program, which Gabriel created as an initiative to provide laptop technology to students in Limestone that don’t have access to the technology they need. We also had Andrea Barrow, the Equity Curriculum Consultant in Limestone, share a presentation on promoting inclusion and considerations for Winter holidays, and the importance of being inclusive for all holidays celebrated over the winter season.

We also discussed schools' progress on promoting and taking action on the United Way Initiative, where schools are brainstorming fundraising ideas for over the holiday season. And lastly in our meeting, we discussed the upcoming Student Trustee elections that will be opening on December 1 and taking place in February in the new year.

We had our first LSDB Leadership Circle meeting of the year on October 28, which is the group of Indigenous students from all high schools across the LDSB, facilitated by Jessi DiRocco. At this meeting, we got the chance to visit the St. Lawrence Career Fair, with many different vendors from post-secondary school. This was a great way to kick-off the year, and get to know each other in the group! It’s amazing to see that the group has expanded significantly this year, with many new faces in the Circle.

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Lastly in my report, myself, my co-Trustees Mia and Siham had the privilege to attend the Fall General Meeting for OSTA-AECO, which stands for the Ontario Student Trustees' Association. This was a conference located in downtown Toronto, hosting various professional development opportunities, teambuilding, and networking. Some examples of the PD sessions include learning about consent culture in both the workplace and in personal lives with the High School Too association, navigating post-secondary pathways and scholarships, managing well-being and a student leader, and team-building challenges like bridge and tower building. It is such a privilege to be given the opportunity to attend a conference like OSTA-AECO, and it is a great learning experience that helps us learn and grow as Student Trustees.

That concludes my report for this month. Thank you.”

6.2 “See Yourself in Limestone” Communications Update

Chair Lloyd welcomed Communications Consultant Allison Grange to give her presentation. Ms. Grange reminded Trustees that a presentation on the Communications department’s 2025-2026 priorities came to the September 3, 2025 EPOC meeting. She reiterated that the *“See Yourself in Limestone”* strategic communications plan is aligned with the Limestone District School Board’s Multi-Year Strategic Plan, specifically supporting Goal 5: Improve responsiveness and service to families, staff, and community partners. The approach ensures consistent, timely, and effective messaging aligned with Board priorities.

Trustees were advised that the update presented would focus on the implementation of this communications strategy, including examples of posters and graphics that will be visible to Trustees, students, staff, families, and community members beginning in January 2026.

Ms. Grange shared that three key priorities were identified for the current school year:

- Student Recruitment and Retention
- Staff Recruitment and Retention
- Expanded Opportunities Programming

It was noted that Communications efforts are tailored to meet key milestones, such as Kindergarten registration in January and staff recruitment in the spring. Messaging will emphasize student achievement, well-being and belonging, and greater choice in schools and programming. The Communications team is working collaboratively with departmental teams and the Senior Team to develop materials and messaging. Most advertising for the 2025–2026 school year has been planned and booked, with designs and messaging evolving throughout the year.

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Visuals for Kindergarten registration posters will emphasize diversity, inclusion, and the message *“I can succeed and I belong.”* These posters will also be available in French and adapted for social media. Secondary school registration and Expanded Opportunities posters will feature a different horizontal design for quick differentiation, while maintaining brand colours, fonts, and curved text elements. Messaging for Kindergarten registration will primarily target families, whereas secondary registration messaging will focus on students to encourage conversations within families about opportunities and program choices.

Ms. Grange shared that there is a multi-channel approach to engage interest holders which includes:

- Website updates, news stories, and school e-newsletters
- Digital billboards, Kingston Transit ads, and posters for schools and community partners
- Social media (organic and paid), print and radio ads
- Video production featuring staff and student stories
- Internal communications via myLDSB and positive news stories shared with media

The Communications team will continue to monitor and evaluate the plan through enhanced data tracking with a stronger emphasis on engagement metrics such as clicks, likes, shares, views, open rates, form submissions, and overall audience engagement. Actionable feedback will be gathered to optimize resources and improve impact.

Ms. Grange concluded the presentation by sharing that the Communications team will continue collaborating with the Senior Team to further develop the comprehensive communications plan. Additional initiatives and campaigns will be supported throughout the year, with a commitment to consistent messaging and meaningful engagement across all channels.

Chair Lloyd thanked for Communications Consultant Grange for her presentation and called upon Trustees for questions.

6.3 School Year Calendar

Associate Superintendent Gollogly provided an update on the School Year Calendar for the 2026-2027 school year. She noted that there are some unique challenges for the 2026- 2027 school year. Some of these challenges include the late timing of Labor Day and the close proximity of March Break to the April break. She advised that another factor to consider is that the Ministry has recommended designating October 26 as a Professional Activity (PA) Day to accommodate municipal voting.

Associate Superintendent Gollogly advised that the consultation process with co-terminus boards is considering several options to address these challenges, including potentially starting the school year

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prior to Labour Day and adjusting the placement of PA days throughout the year. Consultation with staff, students, and families will be undertaken to determine the most desirable option. She concluded her presentation by notifying Trustees that recommendations on calendar options will come for approval at a later date once consultation with co-terminous boards, unions, non-union partners and the Parent Involvement Committee has taken place.

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

6.4 Director's Annual Report

Director Burra stated that the Director's Annual Report is a legislated regulatory, annual requirement. The Annual Report is a summary of the previous 2024-2025 school year. Director Burra explained that this is a legal requirement to publicly share information about LDSB including budget information, EQAO, as well as an opportunity to highlight and celebrate different board initiatives. He indicated that his presentation would primarily provide historical context, as the EQAO data was only released earlier today. This data will be incorporated into the finalized report, which will be shared with Trustees at a later date. The report will be communicated to families, caregivers, and community members in addition to being posted to the board website for viewing. This will be submitted to the Ministry of Education in compliance with the January 31, 2026, deadline.

Chair Lloyd thanked Director Burra and called upon Trustees for questions.

6.5 EQAO Data

Director Burra reported that EQAO data was publicly released earlier today and has been shared with Trustees. He further noted that a letter from the Minister has been issued and will be communicated to families and caregivers, as well as posted on the board's website. Given the limited time to analyze the newly released data, Director Burra advised that today's presentation will provide a high-level overview. A comprehensive analysis, aligned with the Strategic Plan, will be presented to Trustees in January 2026.

Director Burra emphasized that EQAO is only one measure of student progress; however, it remains an important tool for achievement planning and can influence family decisions and real estate trends. EQAO results correlate strongly with other local measures and student success pathways.

Director Burra shared an overview of the EQAO data in the following areas:

Grade 3 Results:

Significant improvement was reported in Grade 3 reading, writing, and mathematics, with growth between 5.5% and 7.5% across all measures since the Strategic Plan was initiated. Each percentage point represents approximately 15 students. Limestone is now at or above the provincial average in all three

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Grade 3 EQAO measures. This success was attributed to the efforts of Teachers, Educational Assistants, Principals, and program teams.

Grade 6 Results:

Double-digit gains were observed in Grade 6 reading, writing, and mathematics compared to the previous year. While the province also experienced gains, Limestone's improvements were more than twice the provincial average in some areas. The board is now at or above the provincial average in all three Grade 6 measures. Focused attention on junior writing contributed to notable improvement following a previous decline.

Grade 9 Mathematics and OSSLT:

Grade 9 mathematics results improved by 5.5%, though Limestone remains slightly below the provincial average. Since the Strategic Plan's implementation, results have increased by 4%. OSSLT results are just below the provincial average (83.8% vs. 85%), but Limestone has a higher percentage of students writing the test in Grade 10 compared to other boards. If exemptions were excluded, Limestone's results would exceed the provincial average.

Director Burra concluded his presentation by explaining that overall, the EQAO results are a success story, with improvements across all measures from the previous year. He noted that while board-level data is positive, some individual schools require further attention and analysis. Limestone DSB proudly serves all students, including a significant number with special education needs. This commitment to inclusivity is a point of pride for the board and reflects its dedication to supporting diverse learners, even as it influences overall results.

Chair Lloyd thanked Director Burra and called upon Trustees for questions.

7. UNFINISHED BUSINESS

None at this time.

8. NEW BUSINESS

None at this time.

9. CORRESPONDENCE

None at this time.

10. FUTURE MEETING SCHEDULE

February 4, 2026

Limestone District School Board

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11. ADJOURNMENT

Moved by Trustee Lloyd that the meeting adjourns. Carried.

The meeting adjourned at 6:36 p.m.

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[See Yourself in Limestone](#)

Special Board Meeting Minutes – December 3, 2025

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 S. Ruttan C. Scott (virtual) M. Comeau (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee) (regrets)	K. Burra, Director of Education A. Grange, Communications Consultant
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Chair McGregor called the meeting to order. She advised that the Board will move into Private briefly before returning to the public meeting.

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 S. Ruttan C. Scott (virtual)	K. Burra, Director of Education

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M. Comeau (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee) (regrets)	
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Neill and seconded by Trustee Hutcheon. 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 Board Meeting Minutes (Private) – November 24, 2025

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

5. FOR INFORMATION

- 5.1. Safe Schools Update – None at this time.
- 5.2. Property/Legal Update – None at this time.
- 5.3. Personnel Update – None at this time.
- 5.4. Labour Update – None at this time.
- 5.5. OPSBA Update – None at this time.

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 Hutcheon. Carried.

RETURN TO SPECIAL MEETING PUBLIC MEETING

7. LAND ACKNOWLEDGEMENT

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Chair McGregor stated that the Land Acknowledgement was recognized earlier in the evening during the Education, Policy, and Operations Committee meeting.

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. PRIVATE SESSION REPORT

Trustee Lloyd stated that during Private Session on November 24, 2025, the private session minutes from the November 19, 2025 were approved in addition to the discussion of a Personnel item that resulted in a motion passed. There was no other business conducted or motions passed.

Earlier this evening, the Private Session minutes from November 24, 2025 were passed. There was no other business conducted or motions passed.

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

10. ADJOURNMENT

MOTION MOVED BY: Trustee Godkin that the meeting adjourn. Carried.

The Meeting Adjourned at 7:09 p.m.

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[See Yourself in Limestone](#)

Administrative Report: Multi-Year Capital and School Renewal Project Plan

Regular Board Meeting

January 14, 2026

Purpose

To provide the Board with the Multi-Year Capital and School Renewal Project Plan for the current school year and to make a recommendation for approval.

Background

Starting in 2011-2012, the Board has prepared a 10-Year Capital- School Renewal Project Plan (the plan) that is updated each year. The project categories are now aligned with Ministry Asset reporting and include all assets of school buildings and sites. Each category has projects which improve or replace aging infrastructure. The purpose of the plan is to highlight proposed school renewal project activities under the following project types:

Heating/Ventilation/AC	Electrical
Structure	Communications (ITS)
Site Improvements	Accessibility
Lighting	Interior Renovations
Plumbing	Building Envelope

Budget

According to the 2025-2026 Revised Estimates the capital budget is based on \$21 million in School Renewal funded projects.

School Renewal	\$ 4,361,272
School Condition Improvements	\$ 16,758,089
Total	\$ 21,119,361

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See Yourself in Limestone

The 2025-2026 Budget contained a preliminary plan of proposed renewal projects by category type to highlight how \$21 million would be invested.

Current Status

The Facility Services Department has developed the Capital and School Renewal Project Plan based upon the Ministry of Education's Facility Condition Assessments (FCA) for all schools; assessing local needs with school staff, analysis from maintenance work orders; knowledge from facility services trades and maintenance staff, and expertise from engineering and other consultants.

The Multi-Year Capital plan includes an updated 2025-2026 listing of \$21,119,361 projects by school or various schools (Appendix A). Project work estimates are based upon the best available project scope and costing information at the time of evaluation.

Capital Funding 2025-2026	
School Condition Improvement Allocation	16,758,089
School Renewal Allocation	4,361,272
Funding Total	21,119,361

Planned Capital Projects 2025-2026	
Accessibility	825,000
Building Envelope	6,135,000
Interiors	395,000
Electrical/Lighting	750,000
HVAC	1,865,000
Communications/Security	750,000
Plumbing	220,000
Site	2,340,000
Structural	3,015,000
Planned Project Total	16,295,000
Balance (Contingency)	4,824,361
TOTAL	21,119,361

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For the 2026-2027 to 2035-2036 school years, the 10-year plan includes an estimated \$4,500,000 in proposed annual school renewal project activity per year based upon prior year Ministry funding levels. This plan may/will change to reflect actual Ministry school renewal funding levels when announced. Appendix A provides an itemized breakdown of projects for funding and planning purposes only. The construction dates for these projects are planned to be completed in the short (within 1 year) and medium term (1 to 3 years).

Annual Project Plan for 2026-2027 to 2035-2036	
Building envelope	1,500,000
Interiors	150,000
Electrical	300,000
Lighting	100,000
ITS	275,000
HVAC	1,000,000
Plumbing	25,000
Site	700,000
Contingency	450,000
Estimated School Renewal Total	4,500,000

Recommendations

That the Board:

- Approve the Multi-Year Capital and School Renewal Project Plan.
- That a revised copy of the 10-Year Capital and School Renewal Project Plan be posted on the Board's website.

Prepared by: Charlyn Downie, Assistant Manager of Facility Services
 Dave Fowler, Manager of Facilities
 Craig Young, Superintendent of Corporate Services

Reviewed by: Krishna Burra, Director of Education

Attachments

Appendix A: 2025-26 School Condition and Renewal Project Plan Detail

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Appendix A 2025-26 School Condition and Renewal Project Plan Detail

School	Project Description	Planned Estimate
Amherst Island	HVAC	10,000
Amherst Island	Site Improvements	280,000
Amherstview	HVAC	10,000
Bayridge	Site Improvements	250,000
BSS	Electrical	10,000
BSS	HVAC	10,000
BSS	Plumbing	10,000
Centennial	Site Improvements	450,000
Central	Site Improvements	10,000
Centreville	Interior Improvements	10,000
Centreville	HVAC	10,000
Clarendon	Building Envelope	350,000
Ecole Maple	Building Envelope	10,000
Elginburg	Interior Improvements	25,000
Elginburg	Plumbing	20,000
Enterprise	Interior Improvements	25,000
Enterprise	HVAC	10,000
Enterprise	Plumbing	10,000
ESS	HVAC	10,000
ESS	Structural	3,000,000
ESS	Accessibility	400,000
FSS	Building Envelope	900,000
FSS	Electrical	25,000
FSS	HVAC	15,000
FSS	Interior Improvements	10,000
Glenburnie	HVAC	10,000
Glenburnie	Plumbing	10,000
Glenburnie	Electrical	10,000
Glenburnie	Site Improvements	650,000
GREC	HVAC	15,000
GREC	Plumbing	10,000
Harrowsmith	Plumbing	10,000
JG Simcoe	HVAC	10,000
Joyceville	Interior Improvements	50,000
Joyceville	Interior Improvements	25,000
Joyceville	HVAC	15,000
Joyceville	Plumbing	10,000
Joyceville	Building Envelope	550,000
JR Henderson	Building Envelope	850,000
JR Henderson	Interior Improvements	25,000
JR Henderson	Electrical	10,000
JR Henderson	HVAC	10,000
JR Henderson	Plumbing	15,000
KSS	HVAC	25,000
LCVI	Accessibility	200,000

LCVI	Electrical	30,000
LCVI	Interior Improvements	30,000
LCVI	Electrical	30,000
LCVI	HVAC	10,000
LCVI	Plumbing	15,000
LCVI	Building Envelope	500,000
Lord Strathcona	HVAC	10,000
Lord Strathcona	Plumbing	15,000
Lord Strathcona	Electrical	250,000
Loughborough	Interior Improvements	75,000
Loughborough	HVAC	10,000
LSS	Accessibility	200,000
LSS	Electrical	10,000
LSS	Site Improvements	10,000
LSS	Interior Improvements	15,000
LSS	HVAC	20,000
LSS	Plumbing	10,000
Ecole Maple	Building Envelope	35,000
Molly Brant	Interior Improvements	10,000
Molly Brant	Structural	15,000
NAEC	HVAC	20,000
NAEC	Plumbing	10,000
NDSS	Building Envelope	350,000
NDSS	Electrical	10,000
NDSS	HVAC	25,000
Newburgh	Plumbing	25,000
Newburgh	Electrical	25,000
Newburgh	Site Improvements	15,000
Newburgh	Interior Improvements	25,000
Perth Road	HVAC	25,000
Perth Road	Interior Improvements	25,000
Perth Road	HVAC	10,000
Prince Charles	Electrical	10,000
Prince Charles	HVAC	10,000
Prince Charles	Plumbing	15,000
RG Sinclair	Building Envelope	540,000
RG Sinclair	Electrical	10,000
Rideau Heights	Site Improvements	385,000
Rideau Heights	Electrical	275,000
Rideau Heights	Plumbing	20,000
Selby	Electrical	10,000
SHS	HVAC	35,000
SHS	Plumbing	15,000
SHS	Building Envelope	1,200,000
Southview	Building Envelope	850,000
Southview	Accessibility	25,000
Storrington	Site Improvements	40,000

Storrington	Interior Improvements	25,000
Sydenham PS	HVAC	10,000
Tamworth	Electrical	15,000
Tamworth	HVAC	1,500,000
The Prince Charles	HVAC	10,000
Truedell	Electrical	20,000
Truedell	Interior Improvements	20,000
Truedell	HVAC	10,000
Winston Churchill	Site Improvements	250,000
Various Sites	Communication System Upgrades	750,000

Administrative Report: 2025-2026 Revised Estimates and Interim Financial Report for Q1

Regular Board Meeting

January 14, 2026

Purpose

To report on the 2025-2026 revised estimates and interim financial operating expenditures for the period ending November 30, 2025 (Quarter 1).

Background

2025-2026 Revised Estimates:

The Ministry requires school boards to submit revised estimates by December 15 of each year, reflecting updated enrolment, revenue, and expenditures.

This report provides an update on enrolment and staffing changes since the budget was approved by the Board on June 18, 2025. Also included, are updated operating and capital sections of the budget, reflecting revenue and expenditure information at revised estimates.

Current

Enrolment:

Average daily enrolment (ADE) is the basis on which most Ministry grants are calculated and is based upon the average of enrolment at two established counts in the school year.

The revised estimates include updated enrolment projections based upon actual enrolment levels at the October 31 count date and projected enrolments for the upcoming March 31 count date. (*See Appendix 1 for more information.*)

Overall enrolment is expected to be 88 ADE lower in the 2025-2026 school year than originally forecast in the budget, with the elementary panel decreasing by 21 students, and the secondary panel decreasing by 67 students.

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Staffing:

There was a decrease of 13.4 FTE staffing overall. A decrease of 0.50 FTE teaching staff, 1.0 additional FTE Early Childhood Educator, 0.50 additional FTE para-professionals, 1.3 FTE decrease library and guidance staff, 0.4 FTE decrease school office, 1.0 FTE decrease for Coordinators and Consultants, 0.33 additional FTE continuing education, 0.50 FTE reduction Board Administration, 0.75 FTE reduction school operations and maintenance, and 11.0 FTE decrease in other non-operating seconded positions. No additional staffing changes were made.

Of the total net decrease, 1.8 FTE was due to lower enrolment, while 11.0 FTE resulted from fewer secondments. This includes 9.0 FTE Educational Assistants who were previously seconded to Jordan's Principle.

Operating Budget Revenue:

The Core Education Funding (Core Ed) operating allocation experienced an overall reduction of \$3.2 million. Of this amount, \$2.1 million is attributable to lower enrolment figures, while \$1 million results from a decrease in the allocation for teacher and early childhood educators (ECE) qualification and experience.

Other Government Grants increased by \$1.4M primarily due to new Responsive Education Programs (REP) grant announcements and other supplemental grants. *(See Appendix 2 and Appendix 2A for more information)*. It is important to note that REP grants are for specific government initiatives and are supported by detailed agreements, accountability, and reporting criteria. These agreements normally indicate that any underspending is to be returned.

Other Revenues – decreased by \$0.5M primarily due to a decrease in temporary Educational Assistants being seconded to Jordan's Principle. This agency supports Indigenous students with high needs.

The revised operating revenue estimates for 2025-2026 reflect a decrease from \$316.2 million to \$314 million, representing a net reduction of \$2.2 million.

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Operating Budget Expenditures:

Operating expenditures have declined from \$318.6 million to \$316.9 million, representing a net decrease of \$1.8 million. This amount exceeds total operating revenues by \$2.9 million.

The reduction of \$1.8 million in expenditures is attributable to lower salary costs resulting from a decrease of 13.4 full-time equivalent (FTE) positions, as well as reduced salary expenses associated with changes in teacher and early childhood educator (ECE) qualifications and experience levels.

Other changes include additional REP funded textbooks and supplies expenditures and REP funded staff development expenditures. *(See Appendix 3 and Appendix 3A for more information.)*

Capital Budget Revenue and Capital Budget Expenditures:

For the 2025-2026 revised estimates there was no change to the School Condition Improvement funding allocation. School Renewal funding allocation decreased by \$52,000. Total capital revenue and expenditures reflect a decrease of \$129,000, for a total of \$24.1M. *(See Appendix 4 and Appendix 5 for more information.)*

Interim Financial- Operating Expenditures for the period November 30, 2025 (Quarter 1):

Interim financial operating expenditures for the period ending November 30, 2025 (Quarter 1) are presented in a similar format to the 2025-2026 operating budget, indicating the amount spent by expenditure category and the associated percentage.

As at Quarter 1, \$76.5M of the \$316.9M operating budget or 24% has been spent. This is comparable to the 24% results from the same quarter last year.

It should be noted that expenditures are calculated based on items paid during the specified period. Some expenditures may be non-cyclical, resulting in fluctuations in total spending within a given timeframe. (Refer to Appendix 6 for further details.)

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Recommendations

That this report be received for information purposes.

Prepared by: Paula Carson, Manager of Financial Services

Reviewed by: Craig Young, Superintendent of Corporate Services
Krishna Burra, Director of Education

Attachments

- Appendix 1 - Average Daily Enrolment (ADE)
- Appendix 2 - Operating Budget- Revenue
- Appendix 2A - Responsive Education Programs (REP) Grant Announcements
- Appendix 3 - Operating Budget – Expenditures
- Appendix 3A - Programs Supported by Accumulated Surplus
- Appendix 4 - Capital Revised Budget- Revenue
- Appendix 5 - Capital Revised Budget – Expenditures
- Appendix 6 - Interim Financial Report – Operating Expenditures (Quarter 1)

Limestone District School Board

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See Yourself in Limestone

Limestone District School Board
2025-2026
Regular Day School
Average Daily Enrolment (ADE)
Appendix 1

ADE Categories	2025-2026 Estimates	2025-2026 Revised Estimates	Variance
Elementary			
Kindergarten	2,542	2,565	23
Grades 1 to 3	4,118	4,043	(75)
Grades 4 to 8	7,199	7,230	31
Elementary Total	13,859	13,838	(21)
Secondary			
Grades 9 to 12	6,852	6,785	(67)
ADE Total	20,711	20,623	(88)

Includes - Other Fee Paying Students

Excludes - Students over 21 years old

Limestone District School Board
2025 - 2026
Operating Budget - Revenue
Appendix 2

Revenue Categories	2025-2026 Estimates	2025-2026 Revised Estimates	Variance
Core Education Funding (Core Ed) Operating Allocation			
Classroom Staffing Fund (CSF)	\$ 158,671,376	\$ 156,885,060	\$ (1,786,316)
Learning Resources Fund (LRF)	48,373,059	47,605,031	(768,028)
Special Education Fund (SEF)	38,544,554	38,452,854	(91,700)
School Facilities Fund	29,319,799	28,876,480	(443,319)
Student Transportation Fund (STF)	19,942,710	19,892,365	(50,345)
School Board Administration Fund (SBAF)	8,855,148	8,832,069	(23,079)
Core Education Funding (Core Ed) Operating Allocation Total	303,706,646	300,543,859	(3,162,787)
Other Government Grants			
Literacy and Basic Skills - Ministry of Labour, Immigration (MLITSD)	330,386	330,386	-
Ont Youth Apprenticeship - Ministry of Labour, Immigration (MLITSD)	274,546	296,946	22,400
Adult ESL - Ministry of Labour, Immigration, Training (MLITSD)	188,437	192,272	3,835
MOE-Responsive Education Programs (REP)-Current Year Funding	2,895,100	3,344,779	449,679
MOE-Responsive Education Programs (REP)-Prior Year Carryforward	-	134,521	134,521
MOE-Responsive Education Programs (REP)-Continuing Education	105,000	110,000	5,000
MPBSDP - In-Kind Grant - PPE/CSE/HEPA	-	161,999	161,999
Other Supplemental Grants	138,692	765,367	626,675
Other Government Grants Total	3,932,161	5,336,271	1,404,110
Tuition Fees			
International Students	1,769,000	1,808,900	39,900
First Nations Students	207,495	193,662	(13,833)
Community Education & Outreach Fees	824,876	820,846	(4,030)
Tuition Fees Total	2,801,371	2,823,408	22,037
Other Revenues			
Term Lease Rentals to Agencies	304,515	312,165	7,650
Community Use	300,000	300,000	-
Interest	1,200,000	1,200,000	-
Administrative Cost Recoveries	130,000	130,000	-
Instructional Cost Recoveries	2,389,281	1,854,023	(535,258)
International Students Other Fees	1,464,075	1,502,625	38,550
Continuing Education Contracts	-	3,600	3,600
Other Revenues Total	5,787,871	5,302,413	(485,458)
Operating Revenue Total	\$ 316,228,049	\$ 314,005,951	\$ (2,222,098)

Limestone District School Board
2025 - 2026
Responsive Education Programs (REP) Grant Announcements
Appendix 2A

Description	2025-2026		2025-2026	
	Estimates	Revised	Estimates	Variance
Critical Physical Security Infrastructure	\$ 109,500	\$ 109,455	\$ (45)	
Early Reading Enhancements: Early Reading Screening Tools	121,300	121,323	23	
Entrepreneurship Education Pilot Projects	30,000	30,000	-	
Experiential Professional Learning for Guidance-Teacher Counsellors	39,300	39,260	(40)	
Heath Resources, Training and Supports	13,200	13,197	(3)	
K-12 Cyber Protection Strategy Pilot	-	318,800	318,800	
Learn and Work Bursary	21,000	21,000	-	
Licences and Support for Reading Programs and Interventions	151,100	151,067	(33)	
Math Recovery Plan: Additional Qualifications	-	48,750	48,750	
Math Achievement Action Plan	1,242,500	1,242,542	42	
Mental Health Strategy Support - Emerging Needs	13,500	13,487	(13)	
Professional Development for OSSTF Education Workers	-	4,579	4,579	
Reading: Education Staff to Support Reading Interventions	762,000	762,045	45	
Removing Barriers for Students with Disabilities	-	26,000	26,000	
Skilled Trades Bursary Program	13,000	13,000	-	
Special Education Additional Qualification (AQ) Subsidy for Educators	11,700	11,661	(39)	
Special Education Needs Transition Navigators	94,000	94,010	10	
Summer Learning for Students with Special Education Needs	-	35,906	35,906	
Summer Mental Health Supports	-	15,697	15,697	
The Limestone Bridge Program	150,000	150,000	-	
Transportation and Stability Supports for Children and Youth in Care	123,000	123,000	-	
Total	\$ 2,895,100	\$ 3,344,779	\$ 449,679	

**Limestone District School Board
2025 - 2026
Operating Budget - Expenditures
Appendix 3**

Expenditure Categories	2025-2026 Estimates	2025-2026 Revised Estimates	Variance
Instruction			
Classroom Teachers	\$ 161,307,256	\$ 159,910,300	\$ (1,396,956)
Supply Staff	9,878,645	9,610,395	(268,250)
Teacher Assistants	21,705,037	21,639,036	(66,001)
Early Childhood Educator	5,536,207	5,572,520	36,313
Textbooks and Supplies	7,657,882	8,055,032	397,150
Computers	4,375,743	4,286,122	(89,621)
Professionals/Paraprofessionals	11,049,540	11,109,571	60,031
Library and Guidance	3,762,524	3,657,933	(104,591)
Staff Development	1,354,281	1,646,127	291,846
Department Heads	338,096	376,216	38,120
Principals and VPs	13,173,411	13,153,509	(19,902)
School Office	7,627,933	7,566,122	(61,811)
Coordinators and Program Teacher Support	5,328,577	5,194,849	(133,728)
Continuing Education	1,957,120	2,214,652	257,532
Instruction Total	255,052,252	253,992,384	(1,059,868)
			-
Administration and Governance			
Trustees	177,422	177,422	-
Directors and Supervisory Officers	881,709	885,427	3,718
Board Administration	7,856,278	7,732,407	(123,871)
Administration and Governance Total	8,915,409	8,795,256	(120,153)
			-
Transportation			
Transportation	21,326,679	21,300,678	(26,001)
Transportation Total	21,326,679	21,300,678	(26,001)
			-
Pupil Accommodation			
School Operations and Maintenance	30,842,104	30,818,429	(23,675)
Pupil Accommodation Total	30,842,104	30,818,429	(23,675)
			-
Other			
Other Non-Operating Expenses	2,495,702	1,967,301	(528,401)
Other Total	2,495,702	1,967,301	(528,401)
			-
Operating Expenditures Total	\$ 318,632,146	\$ 316,874,048	\$ (1,758,098)

**Limestone District School Board
2025-2026
Programs Supported by Accumulated Surplus
Appendix 3A**

Description	2025-2026		2025-2026	
	Estimates		Revised Estimates	Variance
Expenses				
Equity and Inclusion positions - Human Rights Officer and Teachers	\$ 320,000		320,000	\$ -
Short term Educational Assistants	925,000		1,325,000	400,000
Additional IT Devices & Technology	800,000		864,000	64,000
Cyber Security	350,000		350,000	-
Educational Software	140,000		140,000	-
Total Expenses	\$ 2,535,000		2,999,000	\$ 464,000

**Limestone District School Board
2025-2026
Capital Revised Budget - Revenue
Appendix 4**

Revenue Categories	2025-2026 Estimates	2025-2026 Revised Estimates	Variance
Ministry Funded Projects			
School Renewal	\$ 4,413,032	\$ 4,361,272	\$ (51,760)
School Condition Improvement	16,758,089	16,758,089	-
Ministry Funded Projects Total	21,171,121	21,119,361	(51,760)
			-
School Generated Funds - Playground Structures	30,000	30,000	-
			-
Ministry Financing			
Interest on Long Term Debt - Ontario Financing Authority (OFA)	2,091,755	2,091,755	-
Interest on Long Term Debt - 55 School Board Trust debt	457,419	457,419	-
Short Term Interest	444,182	367,187	(76,995)
Ministry Financing Total	2,993,356	2,916,361	(76,995)
			-
Capital Revenue Total	\$ 24,194,477	\$ 24,065,722	\$ (128,755)
			-

**Limestone District School Board
2025 - 2026
Capital Revised Budget - Expenditures
Appendix 5**

Expenditure Categories		2025-2026 Estimates	2025-2026 Revised Estimates	Variance
Ministry Programs				
School Renewal				
Various Schools	Interior/Small Capital	\$ 916,903	\$ 570,975	\$ (345,928)
Various Schools	Building Services	361,667	1,838,399	1,476,732
Various Schools	Site Improvements	3,134,462	1,951,898	(1,182,564)
School Renewal Total		4,413,032	4,361,272	(51,760)
School Condition Improvement				
Various Schools	Structural	137,362	203,770	66,408
Various Schools	Building Envelope	6,392,964	4,641,340	(1,751,624)
Various Schools	Interior/Small Capital	1,210,045	1,399,444	189,399
Various Schools	Building Services	8,649,601	9,705,637	1,056,036
Various Schools	Site Improvements	368,117	807,898	439,781
School Condition Improvement Total		16,758,089	16,758,089	-
Ministry Programs Total		21,171,121	21,119,361	(51,760)
School Generated Funds - Playground Structures		30,000	30,000	-
Ministry Financing				
Interest on Long Term Debt	Ontario Financing Authority (OFA)	2,091,755	2,091,755	-
Interest on Long Term Debt	55 School Board Trust debt	457,419	457,419	-
Short Term Interest		444,182	367,187	(76,995)
Ministry Financing Total		2,993,356	2,916,361	(76,995)
Capital Expenditures Total		\$ 24,194,477	\$ 24,065,722	\$ (128,755)

Limestone District School Board
Interim Financial Report - Operating Expenditures
For the Period Ending November 30, 2025 (Quarter 1)
Appendix 6

Expenditure Categories	2025-2026 Revised Estimates	2025-2026 Expenditures at (Q1)	2025-2026 % Spent at (Q1)	2024-2025 % Spent at (Q1)
Instruction				
Classroom Teachers	\$ 159,910,300	\$ 35,760,940	22%	22%
Supply Staff	9,610,395	1,946,586	20%	23%
Educational Assistants	21,639,036	5,496,266	25%	27%
Early Childhood Educators	5,572,520	1,494,245	27%	27%
Textbooks and Supplies	8,055,032	2,378,018	30%	26%
Computers	4,286,122	1,968,481	46%	24%
Professionals/Paraprofessionals	11,109,571	2,583,489	23%	23%
Library and Guidance	3,657,933	849,790	23%	27%
Staff Development	1,646,127	673,269	41%	30%
Department Heads	376,216	87,316	23%	23%
Principals and VPs	13,153,509	2,922,988	22%	24%
School Office	7,566,122	2,240,480	30%	31%
Coordinators and Consultants	5,194,849	1,216,967	23%	24%
Continuing Education	2,214,652	435,817	20%	14%
Instruction Total	253,992,384	60,054,652	24%	23%
Administration and Governance				
Trustees	177,422	42,123	24%	19%
Directors and Supervisory Officers	885,427	218,125	25%	27%
Board Administration	7,732,407	2,293,010	30%	26%
Administration and Governance Total	8,795,256	2,553,258	29%	26%
Transportation				
Transportation	21,300,678	6,383,235	30%	30%
Transportation Total	21,300,678	6,383,235	30%	30%
Pupil Accommodation				
School Operations and Maintenance	30,818,429	6,957,160	23%	24%
Pupil Accommodation Total	30,818,429	6,957,160	23%	24%
Other				
Other Non-Operating Expenses	1,967,301	530,366	27%	20%
Pupil Accommodation Total	1,967,301	530,366	27%	20%
Operating Expenditures Total	\$ 316,874,048	\$ 76,478,671	24%	24%

Administrative Report: Strategic Plan End-of-Year Report 2024-2025

Regular Board Meeting

January 14, 2026

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

To provide Trustees with an end-of-year status report on the 2024-2025 Strategic Plan.

Background

Under the Education Act, the Director must review the Multi-Year Strategic Plan (MYSP) annually with the Board of Trustees. This occurs in the fall to capture the previous school year. To assist Trustees with their ongoing monitoring, a 'traffic light' system to evaluate the progress of the overall plan has been provided as we operationalize the achievement of our strategic goals and the provincial Student Achievement Plan. It should be noted as a reminder, that trustees will see components of specific operational plans to provide further detail regarding our progress and movement on the overall strategic plan.

In June 2023, Bill 98: *The Better Schools and Outcomes Act, 2023*, was passed requiring the embedding of provincial priorities, as reflected in the Provincial Student Achievement Plan, in each school board's strategic plan.

Current Status

At the Board Meeting on October 29, 2025, Senior Staff presented an interim end-of-school-year Strategic Plan Overview – 2024 - 2025 (attached). At that time, we did not have 2024-2025 EQAO data. A summary of the 2024-2025 EQAO data was shared at the EPOC meeting on December 3, 2025. This end-of-year report reflects our second year of the new Limestone District School Board Strategic Plan (2023-2028), some progress is noted for each of the goals and with the 2024-2025 EQAO data now included, we can finalize the end-of-year report back on the Strategic Plan. Senior staff have employed the same traffic light system to assess our progress two years into the LDSB MYSP (2023-2028). The Evaluation Framework is included to assist the Board in tracking progress of goals. As a reminder, multiple data sets and evidence are used to evaluate the progress toward the

Limestone District School Board

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

desired outcomes. Last year's overview of meetings is attached mapping the strategic plan goals to specific meetings/committees for 2024-2025.

Trustees will continue to see additional details and progress based on regular reports on different operational plans active in the system supporting the overall strategic plan.

We will continue to provide Trustees with updates focused on important areas of work through reports shared as part of Board and Education and Policy Operations Committee (EPOC) and Board Meeting agendas throughout the 2025-2026 school year. Operational plan updates throughout the year will provide further opportunities to monitor the overall strategic plan and Provincial Student Achievement plan.

Recommendations

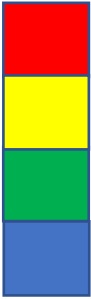
That the Board receive the Strategic Action Plan Year End – 2024-2025 Report for information.

Prepared by: Krishna Burra, Director of Education

Attachments: 1. Strategic Action Plan and Provincial Student Achievement Plan Update for 2024-2025
2. Board/EPOC Agenda Items 2024-2025 mapped to Goals from the LDSB Strategic Plan (shared previously at the Board Meeting on October 29, 2025).

Limestone District School Board

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Red indicates we are still in the planning phase and implementation is not yet underway, or something has changed impacting progress.

Yellow indicates that a plan is in place and that we are in the initial phases of implementation.

Green means implementation is on track.

Blue means implementation of a given strategy is complete.

Strategic Plan 2024-2028 Framework

FOCUS: Equity and Excellence in Student Learning, Achievement, and Future Success within a Positive Culture

Preamble: While the goal is to improve student learning, achievement, well-being, and future success within a positive culture for each student, we recognize the need to focus particular attention on Indigenous students (rights-based and holistic education) and students who belong to, or identify with, historically and/or currently marginalized/oppressed populations (equity seeking), and who are currently not having their needs met within Limestone.

GOALS




These goals are linked to identified high leverage strategies that will continue to advance progress of all goals.



Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning	Improve literacy learning and achievement for every student	Improve math learning and achievement for every student	Improve graduation rates and preparedness for future success for all groups of students	Improve Responsiveness and Service to Families, Staff, and Community Partners
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PLAN

High leverage strategies have been identified as strategies that will significantly enhance the goals stated above and are supported by robust and detailed staff plans that are monitored by the senior team.

High Impact Strategies	Sample High Level Actions informing Operational Plans	Primary Operational Plan(s)	Progress
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<p>1. Increase educator ability to foster growth in student learning and achievement.</p>	<ul style="list-style-type: none"> o Embed and model high-impact instructional and equitable assessment practices in all professional learning sessions o Ensure program team and coaches are supporting high-impact and culturally responsive instruction and assessment in schools/classrooms o Further develop educator growth in data literacy for intentional planning of instructional and assessment practices, including the use of student voice/feedback o Support school capacity to use targeted instructional strategies and effective interventions (Tier 1, 2 & 3) to support student learning and achievement o Support educators and school teams to use short learning cycles as an opportunity to build new learning and check for understanding with the goal of accelerating growth and achievement o Identify and mitigate systemic, structural, and attitudinal barriers or impediments to improve student learning and achievement 	<p>ESL Equity Action Plan Indigenous Education Literacy Math Special Education Student Success</p>	
<p>2. Support the capacity of administrators and school teams to analyze and interpret data as guidance for implementing impactful student achievement plans.</p>	<ul style="list-style-type: none"> o Build Instructional Leadership capacity within schools. o Identify and mitigate systemic, structural, and attitudinal barriers or impediments to improve student learning, achievement and well-being o Increase access to data, and improve capacity to use data to make informed school-based decisions to achieve better outcomes for students o Provide opportunities for administrators to share best practices at larger group meetings (Admin meetings, Family of Schools meetings, Elementary Data Day meetings), and during Professional Activity Days o Use similar questions during Superintendents' School Visits to provide focus and system coherence o Develop and communicate a process to monitor implementation of the Student Achievement Plan 	<p>Equity Action Plan Literacy Math Student Success</p>	
<p>3. Create positive cultures that support student engagement & well-being in service of student learning and achievement.</p>	<ul style="list-style-type: none"> o Develop and implement a comprehensive plan to support and assess student belonging, well-being, and engagement using multiple data points focused on student voice, including the school climate survey. o Increase knowledge and understanding of trauma informed practice and relationship-based approaches by administrators and educators to support student well-being o Increase implementation of culturally responsive pedagogy by administrators and educators. 	<p>Early Years Literacy Math MLL Equity Action Plan Indigenous Education Outdoor Education Safe Schools</p>	

	<ul style="list-style-type: none"> ○ Create infrastructure in K-8 to support re-engagement efforts ○ Identify and mitigate systemic, structural, and attitudinal barriers or impediments to improve student attendance, engagement and well-being 	Special Education Student Mental Health Student Success	
4. Create a culture of service excellence by meaningfully collaborating and communicating with families, staff, and community partners	<ul style="list-style-type: none"> ○ Provide schools with tools to further support a service orientation and to enhance positive school cultures ○ Support schools in providing consistent information to families and staff ○ Utilize central communication tools to provide a consistent experience for family and staff communication ○ Ensure a balance of different engagement opportunities per year to seek feedback from members of the Limestone community ○ Regularly share the results of data collection with interest holders ○ Identify and mitigate systemic, structural, and attitudinal barriers to effective and meaningful communication ○ Collect family, staff, and community partner voice with respect to perceptions of service to support continuous improvement 	Communications Early Years Literacy Math MLL Equity Action Plan Facility Services Accessibility Plan Family Engagement Financial Services HR ITS	
5. Align board resources to support improved student achievement, learning, and well-being.	<ul style="list-style-type: none"> ○ Review, refine, implement, and communicate criteria for examining budget allocations, and to inform budget decisions ○ Identify and mitigate systemic, structural, and attitudinal barriers or impediments to improve student learning, achievement and well-being ○ Support staff well-being and build capacity across the system to proactively address personal and/or work-related challenges. 	Communications Facility Services Financial Services HR ITS	

METRICS

Satellite Data are high-level indicators that we are making progress towards our goals.

It should be noted that the categories of data below correspond with the Three Priority Areas in the Provincial Student Achievement Plan: (1) Learning Outcomes in Core Academic Skills; (2) Preparation of Students for Future Success; and (3) Student Engagement and Well-Being.

Student Achievement Plan	LDSB Baseline Data (2022-2023 or other)	Provincial Baseline Average (2022-2023 or other)	LDSB Previous Results by Year (2024-2025 or other)	Provincial Previous Results by Year (2024- 2025 or other)
Increase Grade 3 EQAO Reading Results so that they are above the provincial average by the Fall of 2029.	59%	73%	74.6%	74.2%
Increase Grade 3 EQAO Writing Results so that they are above the provincial average by the Fall of 2029.	47%	66%	65.3%	64.6%
Increase Grade 6 EQAO Reading Results so that they are above the provincial average by the Fall of 2029.	77%	84%	88.4%	85.6%
Increase Grade 6 EQAO Writing Results so that they are above the provincial average by the Fall of 2029.	75%	84%	86.6%	84.7%
Increase Grade 10 OSSLT Results so that they are above the provincial average by Fall of 2029.	79%	85%	83.8%	85.2%
Increase Grade 3 EQAO Math Results so that they are above the provincial average by the Fall of 2029.	43%	60%	64.5%	63.6%
Increase Grade 6 EQAO Math Results so that they are above the provincial average by the Fall of 2029.	37%	50%	51.3%	51.4%
Increase Grade 9 EQAO Math results so that they are above the provincial average by the Fall of 2029.	51%	54%	55.1%	57.8%
Increase the percentage of students who earn 16 or more credits by end of grade 10 to above 80% by Fall of 2029.	75%	78 %	84.6 %	TBD
Increase the percentage of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	20%	21%	23%	TBD
Increase percentage of students graduating with an OSSD, within five years of starting grade 9, to 90% or above by the Fall of 2029	88.5% (2021/22)	89.1% (2021/22)	89% (2023/2024)	89.5% (2023/2024)
Increase the percentage of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade level, post-secondary, etc.)	n/a	n/a	62%	TBD

Student Achievement Plan	LDSB Baseline Data (2022-2023 or other)	Provincial Baseline Average (2022-2023 or other)	LDSB Previous Results by Year (2024-2025 or other)	Provincial Previous Results by Year (2024- 2025 or other)
Increase the percentage of Students taking a Grade 12 mathematics course or at least one grade 11 or 12 science course	54.3%	60.5%	66.6%	TBD
Increase the Percentage of students in grade 1-8 whose individual attendance rate is equal to or greater than 90%	48.1%	52.6%	62.4%	TBD
Reduce the Percentage of students in grade 4-12 that were suspended at least once	4.65%	3.32%	6.2 %	TBD
Percentage of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health EQAO - "If I have questions or concerns about my mental health, I know about the supports that are available"	n/a	n/a	Grade 6 – 67.7% Grade 9 – 69% Grade 10 – 64.1%	Grade 6 – 60.8% Grade 9 – 63.1% Grade 10 – 63%

EPOC and Board Meetings 2024-2025

Strategic Plan Goals [Well-being, Literacy, Math, Grad Rates, Responsiveness]

Date	Item
September 4, 2024 EPOC Meeting	PPM 170 Parents Guide to School Communication Well-being, Responsiveness Grade 9/10 Technology and the Skilled Trades Courses Literacy, Math, Grad Rates Communications Update Responsiveness
September 18, 2024 Regular Board Meeting	Virtual School Update Well-being, Literacy, Responsiveness, Math, Grad Rates Facility Services Update Summer Projects Well-being Student and Staff Absences Well-being, Responsiveness
October 2, 2024 EPOC Meeting	Summer Programming Report Well-being, Literacy, Math, Grad Rates, Responsiveness Equity Action Plan 2020-2024 Well-being, Grad Rates, Responsiveness
October 23, 2024 Regular Board Meeting	YSIP and Short-Term Suspension Program Presentation Well-being, Responsiveness Strategic Plan – End-of-Year Report 2023-2024, and EQAO Presentation Well-being, Literacy, Math, Grad Rates, Responsiveness Trustee Vacancy Governance
November 13, 2024 Special Meeting	October 23, 2024 Board Meeting Minutes and November 11, 2024 Audit Committee Meeting Minutes Governance
November 13, 2024 Initial/Annual Meeting	Initial/Annual Governance Election of the Chair and Vice-Chair Governance Math Action Achievement Plan Update Math
November 18, 2024 Special Meeting of the Board/ Nominations Meeting	Selection of Committees Governance
December 4, 2024 EPOC Meeting	Director's Annual Report Governance Updates to Policies 9 and 15 Governance, Responsiveness School Climate Data Survey Well-being, Responsiveness
January 15, 2025 Regular Board Meeting	Revision to Board Policy 11: Committees of the Board Governance Multi-Year Capital and School Renewal Project Plan Well-being, Responsiveness 2024-2025 Revised Estimates and Interim Financial Report for Q1 Governance Mental Health Operational Plan 2024-2025 Well-being, Responsiveness

February 5, 2025 EPOC Meeting	School Year Calendar Governance, Responsiveness Trustee Code of Conduct Governance Operational Plan: Literacy, 2024-2025 Literacy, Grad Rates
February 19, 2025 Regular Board Meeting	School Year Calendar Governance, Responsiveness Outdoor Education Well-being, Literacy, Math, Grad Rates, Responsiveness International Education Well-being, Literacy, Math, Grad Rates, Responsiveness
March 5, 2025 EPOC Meeting	2025-26 Budget Development Schedule Governance Communicable and Vaccine-Preventable Disease Prevention and Management in Schools Well-being, Responsiveness Update on the See Yourself in Limestone Student Census 2025 Well-being, Grad Rates, Responsiveness
March 26, 2025 Regular Board Meeting	MAAP3i Math Achievement Action Plan Presentation Well-being, Math, Grad Rates Math Achievement Action Plan Update Math Educational Services 2024-25 Monitoring and Operational Plan Well-being, Literacy, Math, Grad Rates, Responsiveness Student Achievement Plan Well-being, Literacy, Math, Grad Rates, Responsiveness
April 23, 2025 Regular Board Meeting	Learning From the Land through the Four Seasons Well-being, Literacy, Math, Grad Rates, Responsiveness Virtual School Update Well-being, Literacy, Responsiveness, Math, Grad Rates Interim Reporting Q2 Governance Student Achievement Plan Update Well-being, Literacy, Math, Grad Rates, Responsiveness Artificial Intelligence in Limestone Well-being, Literacy, Math, Grad Rates, Responsiveness
May 7, 2025 EPOC Meeting	Workforce Census and Belonging Survey Preliminary Results Well-being, Grad Rates, Responsiveness Policy 15 Update Governance
May 21, 2025 Regular Board Meeting	Limestone Student Achievers Presentation Governance Multi-Year Accessibility Plan Well-being, Literacy, Math, Grad Rates, Responsiveness Board Action Plan (BAP) Indigenous Education Well-being, Literacy, Math, Grad Rates, Responsiveness
June 4, 2025 EPOC Meeting	Presentation: Skills Ontario Competition Awards Grad Rates Policy 15 Update Governance LDSB Before and After School Program (BASP) Review Well-being, Responsiveness
June 18, 2025 Regular Board Meeting	Recognition of Outgoing Student Trustees Governance Operational Plan: Integrated Technology Services (ITS) Well-being, Literacy, Math, Grad Rates, Responsiveness Math Achievement Action Plan Update Math
August 20, 2025 Regular Board Meeting	Short-Term Borrowing Resolution Governance Interim Reporting Q3 Governance Administrative Procedure 107 Human Rights Well-being, Responsiveness The Judith Brown Black Excellence Award Governance

Administrative Report: Math Achievement Action Plan Update

Regular Board Meeting

January 14, 2026

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

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

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

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

Background

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

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

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- Measurable Results: Improvements in Math Achievement

The Math Achievement Action Plan is updated annually, and resources and supports are allocated in response to system needs based on quantitative and qualitative data from each school's Student Achievement Plan, school visits, and key performance indicators.

Current Status

STRATEGIC PLAN METRICS

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

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

Student Achievement Plan	Provincial Results (2024-25)	LDSB Year 2 Results (2024-25)	Goal Proximity	2-Year Strategic Plan and MAAP Rate of Growth
Increase Grade 3 EQAO Math Results so that they are above the provincial average by the Fall of 2029.	63.6%	64.5%	+ 0.9%	+ 21.3%
Increase Grade 6 EQAO Math Results so that they are above the provincial average by the Fall of 2029.	51.4%	51.3%	- 0.1%	+ 14.2%
Increase Grade 9 EQAO Math results so that they are above the provincial average by the Fall of 2029.	57.8%	55.1%	- 2.7%	+ 3.9%

PROVINCIAL METRICS

During the 2024-25 school year, in addition to local key performance indicators, the province monitored the following metrics:

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

Since the last update in June 2025:

- System introduction for administrators and educators to short teaching/learning and improvement cycles aimed at accelerating growth for students not yet meeting grade-level standard in Math and Literacy;
- As part of the ongoing system inquiry focused on centering students in the margins, particular attention continues to be paid to students with modified Individual Education Plans in math and uncovering what we can do differently to improve their outcomes in math;
- Three provincial strategic planning meetings with Board Math Leads across the province have been held to share system, school and classroom strategies that are promising;
- Director Burra and I presented the LDSB Math Achievement Action Plan and system improvement strategy to Directors of Education and Board Math Leads at the initial provincial mathematics strategic planning meeting in September;
- 3 additional webinars have been held provincially to help build math content knowledge for Math Action Teams and Ontario educators in Grades 3, 6, and 9;
- The LDSB Math Action Team, School-Based Math Facilitators and Learning Partners have been supporting educators in schools in the implementation of short learning cycles, starting with gathering diagnostic math data, plotting students on developmental continua, deepening the implementation of 15 minutes of daily fluency instruction, along with content diagnostics as foundational equity-building strategies;
- School Math Facilitators and Learning Partners supported a series of math-related professional learning sessions for educators and support staff on the system-wide November PA Day;
- Math professional learning sessions specifically for Early Childhood Educators;
- EQAO data analysis with Grade 9 Math Facilitators and math departments is underway; and
- We secured another digital math tool (Magma Math) that will begin to be implemented across the system in Grades 3-9, which is enhanced by artificial intelligence to allow educators to more easily identify students' common preconceptions, to guide instructional decision-making, and support common formative assessments across schools.

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The LDSB Math Team remains engaged with the Provincial Math Team, collaborates with other Boards, and continues to develop new resources to support educators and students. It has also facilitated a variety of in-person and virtual professional learning sessions for educators and administrators. School Math Facilitators (14 partially released and 3 fully released) continue to work alongside Grades 3, 6, and 9 math educators in 26 priority schools (22 elementary and 4 secondary) to support students' math learning, confidence, and achievement. In addition, the facilitators also support other educators teaching math in other grades in those schools. This year, there are also 7 elementary central learning partners who support capacity-building for educators in core academic skills (Math and Literacy) in non-math priority, elementary schools.

Next Steps and Communication Plan

- We remain engaged in a deeper analysis of EQAO mathematics and other achievement data;
- We are gathering additional qualitative data from students, educators, and administrators from some schools that have seen persistent growth over the last two school years to try to better understand specifically what is leading to improvement, so we can better address scaling across all schools and classrooms;
- Elementary Learning Teams (Principals and Teachers) will be reassembled to conduct guided data analysis of EQAO contextual and achievement data, including math confidence and strands and skills reports, and a variety of other qualitative and quantitative data;
- Share next steps in the LDSB Math Achievement Action Plan with the Provincial Math Action Team for additional feedback, including key performance indicators;
- After provincial feedback, communication of the updated LDSB Math Achievement Action Plan with all LDSB schools, School Councils, and families, with ongoing monitoring and reporting throughout the school year;
- Hosting another Ministry of Education Math visit sometime in Term Two/Semester Two;
- Leading and hosting an eastern region collaborative professional learning and strategic planning session for Board Math Leads and Math Leadership Teams in Spring 2026;
- Continue to gather, analyze, and use a variety of data as guidance to ensure the Math Achievement Action Plan is responsive to the needs of students, educators, administrators, and families in the service of better math outcomes for students.

Recommendations

That this report be received for information and endorsement.

Prepared by: Steve Hedderson, Associate Superintendent of People, Strategy, Engagement, and Curriculum and Program Services: Math and FSL

Reviewed by: Krishna Burra, Director of Education

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Indigenous Education Committee (IEC) Meeting Minutes

September 25, 2025

Public Meeting

Roll Call:

Trustees:	Members:
J. Maracle	<p>Present:</p> <p>Crystal Loft (Mohawk Traditional Knowledge Keepers from Tyendinaga)</p> <p>Mandy Smart (Mohawk Traditional Knowledge Keepers from Tyendinaga)</p> <p>Liz Coates (Kingston Frontenac Public Library)</p> <p>Patrick Vanderholst (LDSB – Secondary Indigenous Reengagement Teacher)</p> <p>Rachel Kolosov (LDSB Indigenous Student Trustee)</p> <p>Scot Gillam (LDSB – Superintendent)</p> <p>Tasha Wallace (Parent/Caregiver Representative)</p> <p>Mel Urquhart (Youth Diversion)</p> <p>Géorgie Gagné</p> <p>Martha Duncan (LDSB – Elementary Principal – Fairfield Elementary School)</p> <p>Michelle Nyamekye (LDSB – River Teacher)</p> <p>Shannon Tyner (LDSB – Secondary Principal – Ernestown Secondary School)</p> <p>Jessi DiRocco (LDSB – Elementary Indigenous Reengagement Teacher)</p> <p>Liv Rondeau (LDSB – Vice Principal of Indigenous Education)</p>

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Trustees:	Members:
B. Godkin	Regrets: Kaycie Brant (Parent/Caregiver Representative) 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) Jayme 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) Taylor Arndt (KNCLN – River Program) Alison Billings (Parent/Caregiver Representative) Gillianne Mundell (Elementary Land Based Indigenous Education Teacher) Patty Brinklow (Mohawks of the Bay of Quinte) Lindsay Morcom (Queen’s & Ardoch First Nation) 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) James Groat (Ministry of Education)

1. WELCOME

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

2. INTRODUCTIONS

Introductions were made around the circle.

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3. COMMITMENT STRING 2025-26

Crystal Loft and Mandy Smart provided teachings on the Commitment String. Members of IEC added their own personal commitment in the form of a personal bead. Members not in attendance will add their bead at the November meeting.

4. ADOPTION OF THE AGENDA

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

5. APPROVAL OF THE MAY 27th IEC MINUTES

MOVED BY: Consensus of IEC that the Minutes from May 27, 2025, IEC Minutes be approved. Carried.

6. INDIGENOUS TEAM UPDATES

Vice Principal Rondeau shared the following updates:

- Orange Shirt t-shirts sold by KNCLN were designed by two LDSB students.
- Indigenous Student Leadership Circle with Jessi DiRocco's support is up and running again for students in Grades 9-12.
- Truth and Reconciliation Leads (from local schools) Professional Development (PD) on September 19 and 25, 2025. Over 50 schools represented.
- Land-based programming continuing with Gillianne Mundell's support. Two land-based teachers added – one at Molly Brant and one at JG Simcoe.
- Moose Hide Campaign details were shared.
- Alyssa Katrine, a Métis artist, will be presenting at four schools next week.
- New Bridge teacher for the first half of the 2025-2026 school year.
- Indigenous language courses have started in Kanyen'kéha and Anishinaabemowin.
- A mandatory Indigenous Education component has been added to the New Teacher Induction Program (NTIP).
- Increased programming at NDSS.
- Increased work with teacher candidates and grad students.

7. BOARD ACTION PLAN (BAP) 2025-2026

- The November 27, 2025, IEC Meeting will focus on BAP Initiatives for 2025-2026 and final sharing of the budget for the 2024-2025 BAP.

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8. TERMS OF REFERENCE (TOR)

- Consensus of the circle was that the TOR as presented at the September 25, 2025, IEC Meeting are approved. The TOR will be updated on the Board website. A review will take place in May 2026.
- Consensus of the circle was to bring back the language for the Commitment String and Code of Conduct prior to the November 27, 2025, IEC Meeting for final approval. These items will be added as Appendices to the TOR.

9. CAREGIVER SELECTION

- On September 12, 2025, IEC members participated in a virtual meeting to confirm the process created by Co-Facilitator Trustee Maracle and add this information to the TOR.
- Section 3.0 Membership now contains criteria that circle members will use to select future caregiver representatives.
- At this meeting on September 12, 2025, IEC members were also provided with the expression of interest and timeline for the process.
- Expressions of interest were open to all Indigenous caregivers in LDSB from September 17 to September 24, 2025.
- Nineteen expressions of interest were received. All submissions were reviewed by IEC members using the criteria listed in the TOR.
- Consensus of the circle was to select caregiver Rena Petrick, a former IEAC member, as the newest caregiver representative. LDSB staff did not participate in this final circle decision.
- Consensus of the circle was to reach out to four other candidates to see if they would be interested in representing the organization that they currently identified as their employer in their submissions. LDSB staff did not participate in this final circle decision.
- IEC members asked Co-Facilitator Superintendent Gillam to message the successful candidate, work with the four possible organizational candidates, and send thanks to those who weren't successful. IEC members asked that we let candidates know that we anticipate future vacancies and hope they will once again submit their expressions of interest at that time.

10. NEXT MEETING DATE

Thursday, November 27, 2025

11. CLOSING

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

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

October 15, 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</p> <p>Regrets:</p> <p>C. Lord, Epilepsy South Eastern Ontario J. Barker, Lennox & Addington Resources for Children G. Eaton-Smith, Learning Disabilities Association of Kingston</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 J. Lalonde, Special Education Program Coordinator N. Dillard, Vice-Principal of Educational Services</p> <p>Regrets:</p> <p>T. Bonham-Carter, Special Education Program Coordinator</p>
Recorder:	Guests:
J. Senior, Administrative Assistant	<p>E. Clost-Lambert, Research Analyst L. Gillam, Research Analyst J. Ferguson, Empower and Literacy Lead</p>

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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 September 10, 2025, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 2026-2029 – Multi Year Accessibility Plan – Superintendent Scot Gillam shared an update on the 2026-2029 Multi Year Accessibility Plan. The following key points were presented:

Multi-Year Accessibility Plan (2025-2026 Goals)

- Systemic/Physical and Attitudinal: School and playground audits to identify barriers.
- Information and Communication/Tech: Expand captioning options for meetings and produce digital accessibility videos.
- Physical: Track work orders through Facility Services to ensure all orders with an accessibility component are monitored, followed up on, and addressed, as well as working on our own LDSB Accessibility Standards with Facility Services.
- Systemic: Develop K–12 Education Accessibility Standards.
- Attitude: Gather staff and student voices for committee input and consult for the 2026–2029 Multi-Year Accessibility Plan.

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Consultation Plan for 2026-2029 Multi Year Accessibility Plan

- Consultation plan shared with Accessibility Committee (Sept 2025).
- Results to be shared in November 2025.
- Incorporate information into the 2026-2029 Multi-Year Accessibility Plan and bring to
- Final plan presented to SEAC and Trustees in February 2026.

Maintenance and Facility Upgrades

- Maintenance Work: Painting (including contrast painting), parking lot painting, door access improvements, power door operators/swipe access, fire alarm upgrades (including strobe devices), playground structure improvements, and top-up of Engineered Wood Fiber (EWF) in playgrounds.
- Capital Construction – Interiors: Installation and upgrades of elevators, millwork, accessible classroom sinks, and universal washrooms.
- Capital Construction – Exteriors: Upgrades to parking lots (including accessible spaces and signage), improved site access, installation of accessible pathways, and addition of concrete curbs.

6.2 Student Census Update – Research Analysts, Ellyn Clost-Lambert and Laura Gillam, provided an update on the Student Census, including changes since the last meeting and new resources now available for staff, students, and families. The following summarizes the update:

Survey Audience Change

- The census will now be conducted only for students in Grades 4–12 (previously K–12).
- There will be two surveys: one for Grades 4–6 and one for Grades 7–12, completed in schools with educator support.
- The K–3 family survey will not be conducted this time; instead, a family engagement and climate survey will be offered later in the year.

Timeline Adjustment

- The launch of the census survey has been moved to the week of November 24, 2025, to allow more preparation time.

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New Resources

- A Student Census Educator Guide – This digital resource, available on the myLDSB site, provides educators with comprehensive information about the Student Census. It is designed to help educators understand the census, support students in the classroom, and introduce the census to students before they complete it.
- A Student and Family Guide – This is available on the LDSB website, providing details about the survey, its purpose, accessibility considerations, and sample questions.

Accessibility and Support:

- The census includes features to support multilingual learners and students with accessibility needs (e.g., built-in audio, translation options, glossary of terms, flexible completion).
- Support staff and coordinators have been briefed to assist students as needed.
- Students may choose their adult helper for the survey to ensure comfort and confidentiality.

Additional Information:

- All survey questions and rationale are available for preview online.
- A dedicated phone line is available for census support, addressing technology access and other accessibility issues.
- The Grade 4–6 survey reading level has been lowered to Grade 3, and rollover definitions are embedded for key terms.
- Pilot schools are testing accessibility features, and feedback is being incorporated.

6.3 Learning Disabilities Presentation – Special Education Coordinators, Jessi Lalonde and Matt Aylsworth, along with Empower and Literacy Lead, Jo Anne Ferguson, provided an in-depth presentation regarding Learning Disabilities. The presentation covered the Learning Disability (LD) cognitive profile, executive functioning, classroom supports, tiered interventions in LDSB, and advocacy.

Understanding Learning Disabilities

- Learning disabilities were defined and the importance of communication and self-advocacy for students with LD was highlighted.
- Strategies for supporting students, such as using checklists, visuals, and previewing material, were shared.

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Cognitive Profiles and Assessment

- Intelligence and achievement assessments (WISC, Stanford Binet, WJ, KTEA, WIAT) were discussed to identify LD profiles.
- Comparative data on learning profiles and student achievement was presented, emphasizing discrepancies between intelligence and achievement.

Executive Functioning

- The impact of cognitive deficits on executive functions (EFs) was explained, with EFs described as the brain's "conductor."
- Key executive functions were outlined, including working memory, cognitive flexibility, goal-directed persistence, organization, response inhibition, emotional control, planning/prioritizing, time management, task initiation, and metacognition.
- Teacher strategies to support EFs, such as backward design, clear goals, visuals, co-regulation, reducing distractions, chunking lessons, and consistent routines, were provided.

Reading and Writing Models

- The "Active View of Reading" and the "Not-So-Simple View of Writing" were introduced, emphasizing the roles of executive function, working memory, and self-regulation in literacy development.

Classroom Supports and Assistive Technology

- The importance of accessible materials and instructional accommodations (e.g., text-to-speech, audiobooks, digital resources, visuals, flexible response formats) was highlighted.
- It was stressed that accommodations should supplement, not replace, evidence-based reading instruction.

Tiered Interventions

- The multi-tiered system of support was described:
 - **Tier 1:** Universal, high-quality instruction for all students.
 - **Tier 2:** Targeted, supplemental interventions for students needing additional support.
 - **Tier 3:** Intensive, individualized interventions for students with persistent challenges.
- The importance of progress monitoring and data-driven decision-making was emphasized.

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Data and Trends

- Data on LD identifications by year, grade, and gender, as well as co-morbid exceptionalities, was shared.
- Trends in LD identification and the importance of tracking student progress were noted.

Advocacy & Self-Advocacy

- The importance of advocacy for students with LD, including self-advocacy resources and templates, was discussed.
- Students were encouraged to understand their strengths and needs to become effective advocates for themselves.

Key Takeaways

- LD cognitive profiles are unique, with peaks and valleys.
- Staff were encouraged to presume competence in all students.
- Collaboration among staff was identified as essential for effective intervention.
- When students understand their strengths and needs, they are better equipped to advocate for themselves.

A copy of the LD Presentation was requested by SEAC Members to be emailed to them after the meeting, and this was done on October 16, 2025.

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.

9.2 SEAC Approval of the 2025-2026 Special Education Plan – Superintendent Scot Gillam reviewed the 2025-2026 Special Education Plan.

MOTION: Trustee Lloyd moved to accept and approve the 2025-2026 Special Education Plan.

MOVED BY: All SEAC Members. Carried.

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10. NEXT MEETING DATE

November 12, 2025

11. ADJOURNMENT

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

The meeting was adjourned at 7:00 pm.

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Parent Involvement Committee Meeting Minutes – October 23, 2025

Public Meeting

Roll Call:

Trustees:	Staff:
B. Godkin R. Hutcheon (regrets)	P. Gollogly, Assoc. Superintendent
Invitees:	Recorder and Producer:
V. Venditti, Co-Chair C. Bevens-Leblanc, Past Co-Chair M. Redmond, Bayridge PS and BSS M. Hudson, Calvin Park PS/LCVI 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. Valente, LISS H. Wilson Loughborough PS C. Bird, Module Vanier A. Ewart, Molly Brant ES E. Wilkinson, Odessa PS S. Mather, Prince Charles PS K. LeClair, Selby PS S. Gratto, Storrington PS R. Hussain, Truedell PS P. Cabrera, Winston Churchill PS J. Clayton, W.J. Holsgrove PS Z. Mnyetto, Keys P. Bearse, Southeast Health Unit	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: no official regrets received. Co-Chair Venditti introduced electronic sign-in process.

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- Declarations of conflict of interest: none.
- 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 May 1, 2025, approved with minor correction.

4. YEAR-END REPORT FROM PREVIOUS CHAIR

- Past Co-Chair Bevins-Leblanc presented PIC Year-End Report (attached). Also attached is correspondence between PIC and Director of LDSB concerning: (a) Mental Health Absence Reporting Recommendation; and (b) Information related to Parent/Caregiver Representation on Board Committees. Co-Chair Venditti provided summary of both communications. Co-Chair Venditti noted that there maybe some information missing in relation to Board Committees.

Action Item: Co-Chair Venditti will follow up with Director Burra regarding information on parent seats on Board Committees.

- Past Co-Chair Bevins-Leblanc provide 2SLGBTQIA+ Focus Group update. The focus group was established during the pandemic to promote kindness and acceptance. Initially, there was no intentional messaging to ensure safe spaces for students at highest risk of suicide. Significant work has been done over the years, leading to positive changes at the board level. Schools today are more inclusive compared to the past. Discussion occurred regarding the future of the 2SLGBTQIA+ focus group, the question of whether the group would remain and if changes needed to be considered. Members agreed the group should remain active, with suggestions shared for improving visibility and

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engagement. It was suggested changing the name from Focus Group to something less formal and more welcoming, such as: Affinity Group, Fellowship, Collective Action Group. The group traditionally met every second Tuesday of the month. Suggestion was made to host a meeting or open discussion space to collect ideas or alternatively, using a Google doc to gather information. Next meeting date will be confirmed (tentatively November 11) and advertised on the public PIC page.

5. ELECTIONS AND ROLE CONFIRMATIONS

5.1 Election of new PIC Co-Chair: no nominations were received.

One potential bio may be submitted soon. Holly Wilson did express interest. Co-Chairs provided an overview of the process according to the bylaws. Preference is given to someone within the PIC group though the role is open to all parents in the board. Ideal candidate would have prior PIC involvement, council experience, and understanding of board-level responsibilities. If no candidate is selected, the Board is legally required to appoint a parent to chair next year.

5.2 Election of Administrative Officer: a new optional role, Administrative Officer, was introduced to support PIC Co-Chairs with communication, record-keeping and organizational transparency. Co-Chair Venditti shared role details, draft bylaws are available on the board website.

Past Co-Chair Bevans-Leblanc invited interested in the position; no self-nominations received. PIC Representative S. Bradley was nominated and acclaimed to this position.

5.3 Confirmation of Community Representatives:

- Invitation was sent to South East Health Unit to continue participation; confirmation was received that Peter Bearse will be their representative.
- Keys community organization was also invited; confirmation was received that Zainab Mnyetto will be their representative.
- Community representatives will have a standing agenda item for future meeting to provide reports and answer questions. Introductions followed. Co-Chair Venditti thanked both of the community representatives for accepting the invitation and joining the group. Co-Chair Venditti reminded the group that there were three community seats available and encouraged members to consider if there were others that could be considered. Youth Wellness Hub and Kingston Native Centre and Language Nest were brought forward as ideas from members.

6. Chair's Report

6.1 Call for PRO Grant Subcommittee members

Co-Chair Venditti reported that schools have received application information. Subcommittee last year handled application reviews and approvals. Initial email on application process is sent from Board; PIC Co-Chairs will send follow up email to School Council Chairs. Applications are currently being accepted, and none have been received so far. Review periods are Nov 4-7, Dec 2-5 and Jan 13-16. Final submission deadline is Feb 16 with final review Feb 17-20. Spending deadline is May 22, and report is due May 29. Application form is available on the website. Co-Chair Venditti clarified that combined schools (e.g. Ernestown Intermediate and High School) count as one application. Co-Chair Venditti called out for volunteers to join the subcommittee (3-4 members needed).

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A subcommittee was established to oversee the PRO funding: C. Scales, M. Foster, A. Ewart and M. Valente with support from Co-Chair Venditti.

6.2 Call for PIC representative to Environmental Sustainability Advisory Committee (ESAC) meetings
PIC holds a seat on the ESAC but did not participate in the first meeting. Recruitment for a representative was posted in the private PIC group, no takers yet. Committee meets approximately 3 meetings per year. Upcoming dates are Mar 3 and May 12. Committee is an advisory body of the LDSB. Provides a channel for community involvement and input on environmental sustainability. May make recommendations to the Board on education programs and practices related to sustainability. Co-Chair Venditti will share full write-up, including powers and duties, with the meeting recap.

C. Bird volunteered to represent LDSB PIC.

6.3 Invitation to PIC representatives to provide input on desired presentations/topics for the year
Co-Chair Venditti invited members to suggest and vote on guest speakers/presentations for the 2025/26 year. Google link will be shared.

6.4 Invitation to PIC representatives to consider subcommittee ideas for the 2025-26 school year
Co-Chair Venditti encouraged members to share ideas for new subcommittees. A recommendation was put forward to reconsider establishing a subcommittee focused on neurodiverse families. PIC Representatives S. Bradley and M. Rickey indicated their willingness to serve as leads for this initiative.

6.5 Co-Chair Venditti extended an invitation to PIC Representatives and School Councils to attend the Chairs Workshop scheduled for October 30 at 6:30 p.m., which will be held online.

7. PIC Representative Role Review

Decision was made to defer this agenda item due to time constraints. The review will be addressed at the next meeting. Many PIC representatives are still not identified, which supports postponing the discussion.

8. Board and Trustee Updates

8.1 Superintendent/Director Update

Assoc. Superintendent Gollogly welcomed everyone and introduced herself. It has been a busy and inspiring fall across Limestone schools, filled with learning, leadership and community connection.

- LDSB student Trustees and members of Interschool Council met with Youth United. Inter-School Council is focusing some efforts on raising funds this fall for the United Way campaign. These students will be doing a "Seeing is Believing Tour" in October.
- Schools across Limestone marked Orange Shirt Day and Treaties Recognition Week through assemblies, classroom learning, and community partnerships, reinforcing our shared commitment to truth, reconciliation, and learning from Indigenous voices.
- Classes have taken part in outdoor education programs at Gould Lake Outdoor Centre, connecting learning to nature and sustainability. Students have also showcased innovation through STEM projects and robotics challenges.

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- The Board launched the Student Census 2024–2025, helping Limestone better understand and support the diverse identities and experiences of all students.
- Assoc. Superintendent Gollogly informed that LDSB has partnered with Kingston 4 Paws; and introduced a furry friend Teddy, a therapy dog, who works primarily in the Safe Schools Program supporting students facing various challenges. Concern was raised about signs stating “No Dog at Any Time” at Limestone schools, which may cause confusion when therapy/service dogs like Teddy are present. Assoc. Superintendent Gollogly clarified that Teddy is a certified service/therapy dog with proper identification. Service dogs are permitted in schools and other restricted areas due to their designation. Suggestion was made to ensure that families receive clear communication explaining the exception for service dogs to avoid misunderstanding.
- PIC Rep. Foster raised a question about updated concussion protocol.
 Assoc. Supt. Gollogly informed: (a) OPHEA released updated concussion guidelines last year; (b) schools are revising concussion protocols and codes of conduct for students, parents and student-athletes. Aim is to ensure awareness and shared responsibility for concussion management. Current process is that if a student reports a head injury mandatory call is made to parents/guardians; Ministry-mandated form must be signed before resuming physical activity. Concern was raised that students (a) may avoid reporting injuries to prevent missing recess or activities until form is signed; (b) creates a risk of discouraging honesty and timely reporting. Clarification was provided that temporary restriction from activities is precautionary due to delayed symptoms; coaches and staff can override student or parent/guardian judgment if symptoms are observed; parents/guardians can verbally confirm, but written acknowledgment is still required. Training will be provided to staff completing forms and questionnaires. Questionnaires remain largely unchanged; focus is on awareness and proper documentation.
 Suggestions was made to include concussion information and code of conduct during sports registration and general school enrollment; Assoc. Supt. Gollogly confirmed that information is available through School-Day. PIC Rep. Clayton recommended broader awareness for all student, not just athletes; improve family awareness of concussion risks and responsibilities.
- PIC Rep. Foster raised a question about lack of canteens at cross-country events. Possible reasons were discussed such as location restrictions (Fort Henry), no designated organizing group. Recommendation was made to contact organizer to explore options, such as LESAA.
- PIC Rep. Foster further discussed communication that was issued about elementary sports and school activities. Main concerns were that parent felt dismissed or misled. Staff were misinformed, leading to confusion and backlash. Principals and coaches lacked consistent messaging. Assoc. Supt. Gollogly recognized that the situation could have been managed differently; and issued an apology for poor communication and its negative impact. Impact of sports on students was recognized, sports help students build confidence, teamwork and resilience.
 Recommendation: improve transparency and consistency in communication; ensure staff and parents receive the same information at the same time; balance academic requirements with the value of extracurricular activities; provide context for new policies to avoid misunderstandings. Co-Chair Venditti expressed appreciation for Assoc. Supt. Gollogly’s apology on behalf of the Board.

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- PIC Rep. Valente raised an issue over attendance email. Parents received emails stating students missed multiple days (e.g., 5 days), including absences for: school trips, athletics, leadership classes (credit courses), this led to parents questioning if their children were failing or being penalized. Past Co-Chair Bevens-Leblanc clarified that Ministry emphasizes attendance and suggests scheduling appointments outside school hours. Parents feel this expectation is unrealistic for many families. Recommendation: provide clear, consistent communication about attendance policies and thresholds. Differentiate absences for school-sanctioned activities from unexcused absences. Consider family barriers when setting expectations for appointments.

8.2 Trustee update(s)

Trustee Godkin introduced himself (City of Kingston: Pittsburgh, King's Town Districts and Frontenac Islands, Vice-Chair of the Board of Trustees).

- Trustee Godkin noted that a lot of things that he was going to report on have already been covered.
- He informed that Trustees have received a report on maintenance that was done in schools.
- With regard to Ministry's introduction of rule where Trustees missing a meeting without a justifiable reason may lose their position, Trustee Godkin informed that they were tasked with creating a policy to comply with the requirement and the policy is now developed.
- Trustee Godkin addressed proposed Ontario Ministry of Education changes to School Board Governance. Namely, consideration being given to removal of democratic governance elements (Trustees) in English Public School Boards. Trustees provide independent advocacy for families He encouraged PIC to use their collective voice on matters of importance to public education. Past Co-Chair Bevens-Leblanc proposed that PIC writer a letter to the Minister of Education regarding the removal of trustees from public school boards.
- Co-Chair Venditti will draft a letter, assisted by Past Co-Chair Bevens-Leblanc. As per consensus from the group, PIC will attempt to collaborate with other PICs and provide School Councils with a template they can use if they wish to also advocate for the continuation of the Trustee role. Suggestion was made to include clear explanation of Trustee roles to build understanding and engagement.

9. New Business

10. Next Meeting Date

Thursday, November 13, 2025 at 6 PM.

11. Adjournment

The meeting adjourned at 8:20 PM.

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LDSB Parent Involvement Committee (PIC)

2024–2025 Year-End Report

As we reflect on the 2024–2025 school year, we would like to extend our sincere thanks to every member of the Parent Involvement Committee (PIC) for your dedication, collaboration, and commitment to strengthening the partnership between families and schools. Your voices and contributions have played an important role in supporting meaningful family engagement across the Limestone District School Board.

Now, as we begin a new school year, we recognize the value of the work we accomplished together and the foundation it provides for the year ahead. Your continued efforts help foster inclusive, connected, and thriving school communities, and we look forward to building on this momentum in 2025–2026.

In accordance with LDSB Administrative Procedure 114: PIC Membership, the committee this year included identified representatives from 26 out of 58 LDSB schools, LDSB senior staff member Patty Gollogly, Trustee Bob Godkin, and Community Member Jessica Hall RN representing the South East Health Unit formerly KFL&A Public Health. The Co-Chair positions were held by Crystal Bevens-Leblanc, completing the second-year term following a vacancy, and Virginia Venditti, serving in her first year as Co-Chair. Together, we co-chaired four regular PIC meetings as outlined in the Bylaws, as well as two special sessions featuring Director Burra—one to present his annual Board Report and another focused on artificial intelligence in education.

All meetings were held in a hybrid format, with in-person attendance at the board office and virtual participation via Microsoft Teams. Recordings were made available through the LDSB YouTube channel for broader access, although some recordings were withheld due to the sensitive nature of their content.

The year began with the annual Chairs Workshop, co-hosted by a PIC Co-Chair Virginia Venditti and PIC Representative Shayla Bradley, which provided support and resources to school council chairs across the district. Later in the year, PIC was invited by the board to collaborate on two family engagement events. The first, *Kids and Screens: Healthy Habits*, was hosted in partnership with LDSB and the South East Health Unit and featured guest speaker and author Dr. Shimi Kang (*The Tech Solution*). PIC also contributed \$2,000 from remaining Parents Reaching Out (PRO) funds to support *Keeping Students Safe: Human Trafficking is Closer Than You Think*, a presentation led by Julie S. Lalonde.

In addition to participating in these events, PIC members engaged in ongoing work through subcommittees, which can be formed each year to address identified priorities. For 2024–2025, two standing subcommittees were established. The Bylaw Review Subcommittee focused on evaluating and strengthening the PIC bylaws. Despite some challenges with member availability and overlapping participation in other subcommittees, the group collaborated effectively to update the bylaws, ensuring they are comprehensive, transparent, and aligned with the current

needs of PIC. The PRO Funding Subcommittee was responsible for reviewing and recommending approval of applications submitted for Parents Reaching Out (PRO) funding, which supports parent-led and parent-focused engagement initiatives. For the year, a total of \$31,000 was available, with \$27,213.75 successfully allocated. Twenty-six applications were approved, representing a variety of initiatives that met funding criteria, while two applications were initially denied because their primary focus was on student experience rather than direct parent engagement; one of these was later approved after revisions brought it in line with PRO guidelines. These subcommittees continue to play an important role in supporting inclusive, accessible, and meaningful engagement across school communities.

Building on the committee's ongoing work, the PIC 2SLGBTQIA+ Focus Group continued this year, providing a dedicated and inclusive space for families of 2SLGBTQ+ students to share experiences, ask questions, and receive support. Hybrid meetings were held monthly, helping to maintain connection and a sense of safety for families navigating the school system. This group remains a vital part of PIC's commitment to equity and inclusive family engagement.

Throughout the year, PIC members also benefited from a couple of key presentations that enriched our discussions and informed our work. These included a session from the local Anti-Racism Working Group and a consultation on the upcoming 2025 LDSB Student Census, where members were invited to provide early feedback.

In the spirit of engagement and collaboration time was set aside during meetings for intentional discussions about the committee's future direction, including goals, values, and identifying measures of success. Common themes that emerged included the importance of transparency, the need for clear structure, the value of a positive and professional environment, and a continued commitment to meaningful action.

To support these priorities, PIC introduced tools and practices aimed at improving clarity, accountability, and follow-through. A meeting tracking tool was implemented to record and organize key action items, assigned responsibilities, and progress updates from each meeting. This tool helped ensure that items raised by members were not lost or overlooked and supported greater transparency. In addition, first year Co-Chair Virginia Venditti began sending post-meeting summary emails from the Co-Chairs, providing a timely recap of key discussion points, decisions, and next steps. This approach addressed ongoing concerns about delays in accessing official meeting minutes and was well-received, helping to enhance communication and engagement between meetings.

Over the course of the year, PIC identified and agreed upon key advocacy items to bring forward to the board. The Co-Chairs submitted formal correspondence that included a recommendation to add a mental health option to the student absence reporting system, a request for action urging the board to update its website with current committee descriptions, bylaws, terms of reference, and clear pathways for parent involvement at the board level, and a list of questions and clarifications regarding various board-level committees as raised by PIC members. Other items, such as an inquiry regarding accessibility to before- and after-school

care, were also brought forward to members but deferred to a more appropriate board-level pathway. (Please see attached correspondence for full details.)

As we reflect on the 2024–2025 school year, it is clear that the efforts and engagement of PIC members have laid a strong foundation for continued growth and collaboration. Looking ahead, we are committed to building on this momentum by exploring new opportunities for inclusive family engagement, strengthening committee processes, and supporting meaningful dialogue between families and the board. We are excited to continue this work in the coming year and to further advance PIC’s role in shaping positive experiences for students and families across the district.

With gratitude for your partnership,

Crystal and Virginia,
LDSB PIC Co-Chairs

16, October, 2025

Dear Parent Involvement Committee Co-Chairs (Virginia & Crystal),

I greatly appreciate the partnership that we share in supporting Limestone families and family engagement in the system and the very generous giving of time that PIC representatives provide to support others. Thank you for the spring 2025 PIC requests for information: (a) Mental Health Absence Reporting Recommendation; and (b) Further Information related to Parent/Caregiver Representation on Board Committees. I will address each of these requests in this response.

With regard to the request for including a mental health category to the attendance reporting system, I have reviewed the Ministry registration/attendance roll requirements, and PPM 169, and sought clarification from both School Mental Health Ontario and from York Catholic DSB regarding an absence code related to Mental Health. Regardless of the circumstances for why a student might be absent, we do have a responsibility to provide supports, and/or connections to community supports, if they are requested/needed by a student and/or their parent/caregiver. Currently we are in compliance with Ministry requirements related to attendance codes and tracking. I continue to be hesitant to add a distinct absence code tied to mental health when the Ministry and government are very prescriptive regarding expectations of school boards. Additionally, without common understanding among students, families, and staff, I have significant concerns regarding the potential sharing and storing of personal health information in our student information system and inconsistencies in how students/families use the code, and how schools respond. Furthermore, I believe more complex discussions related to individual students should be more sensitively and delicately shared between students/families and the school, as opposed to communication through the use of attendance codes. Regardless, I am willing to formally, and jointly with PIC, request further clarification from the Ministry regarding the potential addition of a mental health code if this is something PIC would be interested in pursuing.

As a clarification, it should be noted that York Catholic has NOT added a distinct attendance code for Mental Health. What York Catholic has done is modify their illness option to say "Illness

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Karen McGregor, Chair | Krishna Burra, Director of Education and Secretary | Craig Young, Treasurer

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(physical or mental health).” Additionally, York Catholic has also adjusted the absence code for “Parent Approved” to “Parent Approved or Acknowledged”. In consultation with our Mental Health Lead, Laura Conboy, and School Mental Health Ontario, we are unaware of any other school board in Ontario that has made similar changes, or added a mental health attendance code.

With regard to your letter and questions focused on Board Committees, I have collected information from our senior team and reviewed Board Policy 11: Committees of the Board. Board Policy 11 contains much of the information requested related to each of the Board level committees. I have collated more detailed information to address some of the questions for which you requested answers, and these can be found attached.

If you have any additional questions or clarifications, please reach out.



K. Burra

IMMEDIATE REQUEST: Update board website with current committee descriptions, bylaws/TORs, info regarding opportunities for parent involvement with the same, outlining description of role, responsibilities, level of commitment, criteria, terms, processes, etc.

Board of Trustees

- Are PIC & IEC the only Board Committees that are identified as autonomous by the MOE? If so, does the Board have a policy outlining parent seats/involvement on the Board Committees that are not?
- How are Board Committee parent members selected? Is this different per committee? If different, please offer an explanation briefly describing each.
- How frequently are policies/TOR/Bylaws defining/outlining parent seats and specifics regarding the same (ie, length of terms, selection process, qualifications, etc) on Board Committees reviewed? Are these reviewed by the Board, or by each individual Committee?
- How frequently does the Board consult with the PIC to seek input on the parent seats on the Board Committees that are not identified as autonomous by the MOE?

Operations

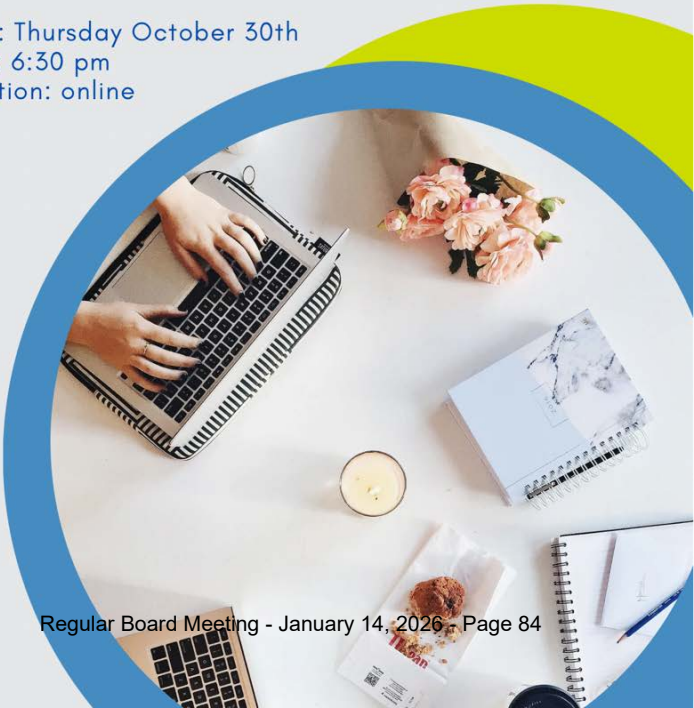
- Please provide a list of all board committees and subcommittees that have parent seats/members
- For each parent/family seat on every board committee/subcommittee, please provide a list of current persons, the end of their terms respectively, and when the call for interest will be out for each
- For each parent/family seat position on every board committee/subcommittee, please provide a repository of the Terms of Reference or Bylaws
- For each parent/family seat position on every board committee/subcommittee, please provide the selection criteria and process used to fill upcoming seats
- For each parent/family seat position on every board committee/subcommittee, please provide the selection criteria and VACANCY procedures used to fill outside of the typical, scheduled call for members in the case of vacancies outside of the standard term



CHAIRS WORKSHOP

Join us for our annual Chairs workshop.
All new and experienced Chairs, Co-Chairs, and
Vice Chairs are encouraged to attend.

Date: Thursday October 30th
Time: 6:30 pm
Location: online



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

November 12, 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</p> <p>Regrets:</p> <p>J. Barker, Lennox & Addington Resources for Children G. Eaton-Smith, Learning Disabilities Association of Kingston</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 J. Lalonde, Special Education Program Coordinator N. Dillard, Vice-Principal of Educational Services</p> <p>Regrets:</p> <p>T. Bonham-Carter, Special Education Program Coordinator</p>
Recorder:	Guests:
J. Senior, Administrative Assistant	None at this time.

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1. WELCOME

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

Chair McGregor read the Acknowledgement of Territory:

“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 October 15, 2025, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

5.1 Epilepsy Ontario Representation – Christina Lord, former representative for Epilepsy Ontario, has left the organization and, by default, SEAC. Epilepsy Ontario will provide a new contact for SEAC, and updates will be shared when available.

5.2 Accessibility Planning Committee Vacancy – Helen Simpson retired from the Learning Disabilities Association of Kingston (LDAK), and Gail Eaton-Smith from the Learning Disabilities Association of Ontario has joined SEAC in Helen’s place. This change leaves a vacancy on the Accessibility Planning Committee. The committee meets five times per year (virtually or in person) and focuses on school and playground accessibility as well as curriculum support. Superintendent Gillam invited SEAC members interested in joining the committee to confirm their interest. Two members, Haley Clark and Katrina Hill, immediately expressed interest and will be added to future invites, agendas, and minutes.

6. EDUCATION SERVICES UPDATE

6.1 Educational Services Monitoring and Operational Plan 2025-2026 Update – Principal Deborah Thompson and Vice Principal Nicola Dillard shared an update on the 2025-2026 Educational Services Monitoring and Operational Plan. The following key points were presented:

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Educational Services Mission Statement

Our mission is to support the creation of equitable, supportive and fully inclusive learning spaces where all students can achieve their goals, develop to their full potential, and experience success. Our purpose is to support staff to recognize the unique strengths and needs of every student and to enable the conditions for learning, engagement, belonging and achievement.

Goals of the Special Education Review:

- To examine our current special education supports and services and identify areas for refinement and enhancement to meet the needs of all learners within an inclusive learning environment.
- To gather students, family, staff and community partner voices to identify priorities and key areas which may impact the success of students with special education needs.

Following the Special Education Review, the following insights emerged:

- **Equity of Access:** Supports and services should be available in students' home schools.
- **Flexible and Responsive Support:** Programming and resource spaces must adapt to students' unique learning profiles.
- **Purposeful Inclusion:** Inclusion should be planned and supported by caring, knowledgeable staff.
- **Reduced Silos:** Increase equitable access by reducing identification-specific service delivery.

As a result of the review, several next steps were identified to ensure ongoing improvement. These include a commitment to digging deeper into data, providing responsive professional learning, focusing on school-based support, and maintaining ongoing data collection through regular surveys and meetings. The team is dedicated to identifying barriers, strategies, and success, and uses comprehensive feedback to inform future planning and ensure that all voices are heard.

Guided by the four Key Principles:

- Culture Matters
- Supports Matter
- Programming Matters
- People Matter

The Monitoring and Operational Plan is closely aligned with the LDSB Strategic Plan. This alignment is reflected in four main goals that drive the work of Educational Services, ensuring that every initiative and strategy supports the creation of equitable, inclusive, and supportive learning environments for all students.

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The work ahead is organized into Four Main Goals:

1. Enhancing Capacity:

- Focused professional learning for staff, including topics such as executive functioning, trauma-informed practices, and neuro-affirming approaches.
- Development of in-school and multidisciplinary teams, and district support pathways.
- Introduction of new learning opportunities, such as Sonderly online courses for educators and families.

2. Promoting Inclusion:

- Embedding strengths-based, neuro-affirming, and relationship-based approaches in daily practice.
- Ongoing professional learning is designed to be responsive to staff feedback and shared across the system to build collective capacity.

3. Strengthening Partnerships:

- Prioritizing family and student voice in planning and decision-making.
- Engaging community partners and improving communication and consent processes.
- Schools are supported by breaking down barriers to engagement and foster meaningful relationships with families.

4. Implementing Responsive Models:

- Equitable resource allocation, including the use of Tier 1 budgets that allow schools to quickly access adaptive tools (e.g., fidget tools, flexible seating) for students without unnecessary hurdles.
- Creation and use of Intensive Support Rooms, providing flexible, inclusive spaces for student support.
- Continued evolution of referral pathways, especially Tier 3 supports, to ensure students receive the right help at the right time.

Recent Actions (Fall 2025):

- Data and feedback from staff surveys and affinity groups have been shared back with teams and used to develop targeted professional learning.
- The Operational Plan is used as a living document, guiding decisions and keeping the focus on the four Key Principles.
- System-wide professional development offerings have included workshops on mental health, neuro-affirming practices, ABA, communication, and student safety, with participation from teachers, educational assistants, and support staff.

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6.2 Children and Youth in Care (CYIC) Update – Superintendent Gillam shared an update on Ministry-funded supports for Children and Youth in Care (CYIC). The CYIC funding is designed to assist students who are in care, kinship, or have significant involvement with Children’s Services of Frontenac, Lennox and Addington (FACSFLA). The funding has recently expanded to include some families with ongoing or previous involvement with these services.

Key supports provided through CYIC funding include:

- **Transportation Supports:**
 - Funding covers drivers FACSFLA and TriBoard Transportation routes, enabling students to remain at their home schools even if their living situation changes. This support helps maintain educational stability during transitions.
- **Stability Supports:**
 - Funding is available for tutoring, technology and software (such as computers and educational programs), cultural supports, and professional assessments. These resources are intended to promote academic success and well-being for Children and Youth in Care.
- **Administration and Partnerships:**
 - The funding is managed through a transfer payment agreement, with reporting supported by TriBoard and FACSFLA. There is a strong partnership with the education liaison at FACSFLA to identify and support eligible students. Approximately \$120,000 is available annually for these supports.

Challenges remain in identifying eligible students due to privacy concerns and the need for collaboration with FACSFLA. Efforts are ongoing to ensure that available supports reach those who need them most.

7. CORRESPONDENCE

7.1 Durham District School Board – Letter to Minister of Education regarding Timing of Release of Core Education Funding Documents to School Boards. Provided for information in the Agenda Package.

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.

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10. NEXT MEETING DATE

December 10, 2025

11. ADJOURNMENT

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

The meeting was adjourned at 6:41 pm.

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