
Agenda – Education, Policy and Operations Committee Meeting

Wednesday, October 1, 2025

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

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

Public Meeting – 5:30 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.”

1. CALL TO ORDER

2. ADOPTION OF THE AGENDA

3. DECLARATION OF CONFLICT OF INTEREST

4. REPORTS FOR ACTION

5. REPORTS FOR INFORMATION

5.1 Update on Administration of See Yourself in Limestone Student Census 2025 – Superintendent McDonnell (Pages 2-5)

5.2 Update on Junior Elementary Sports – Associate Superintendent McKenna (Pages 6-8)

6. UNFINISHED BUSINESS

7. NEW BUSINESS

8. CORRESPONDENCE

9. NEXT MEETING – December 3, 2025

10. ADJOURNMENT

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Administrative Report: Update on Administration of See Yourself in Limestone Student Census 2025

Education, Policy and Operations Committee Meeting

October 1, 2025

Purpose

To provide Trustees with an update on the status of the development and administration of the See Yourself in Limestone Student Census 2025. This work supports Strategic Plan Focus: Equity and Excellence in Student Learning, Achievement, and Future Success within a Positive Culture.

Background

The Ministry of Education provides school boards with the Demographic Data Gathering allocation in the Core Education Funding (CEF). This funding allows boards to continue to collect, analyze, publicly report and use voluntary data on social identities that are related to the protected grounds under the Ontario Human Rights Code and as required under the Anti-Racism Data Standards. School boards are expected to engage in data collection process that meets local needs and improves accuracy and quality of data to use for decision-making.

The first Student Census administration took place in the late fall of 2020, after extensive community consultation beginning in 2019. The Student Census offers an opportunity to create a shared understanding of the diverse backgrounds, experiences, strengths, and needs within Limestone's school communities. The census questions asked about several aspects of student identity including race and cultural background; sexual orientation and gender; disabilities and conditions; socioeconomic status; and experiences at school.

The survey was completely voluntary, online, and was confidential. There were three versions of the survey: Grades 7 to 12, Grades 4 to 6, and Grades K to 3. Resources were provided in advance to support the administration of the survey in schools. For example, an Educator and Technical Guides. Students in Grades 4 to 12 completed the survey in class with educator support, while parents/guardians of students in Grades K to 3 completed the survey at home in consultation with their students. It should also be noted

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that several public consultation sessions occurred in the winter of 2019-2020, prior to the onset of the pandemic, to share questions and seek feedback. The response rate for Grades K to 3 was 12%. The overall response rate for Grades 4 to 12 was 76%. The overall response rate for Grades 7 to 12 was 72%. The overall response rate for the board (K-12) was 55%. The highest response rates were among students in Grades 4 to 9.

The See Yourself in Limestone Student Census 2020 Preliminary Report was shared with Trustees in September 2021. This report was also shared with administrators and made publicly available on the LDSB website in September 2021. The Preliminary Report provided a detailed introduction to the methodology and framework used, next steps in this project, along with board-level summary of data, such as responses to each question in the surveys (data tables). In this first report, data was descriptive only, meaning that there was no interpretation included, and results were reported by individual question only.

A Technical Advisory Group (TAG) comprised of LDSB community interest holders and members of the Student Census Team was established in January 2022 to support the analysis of the data. All members of TAG were required to complete the First Nations principles of ownership, control, access and possession (OCAP). During this time, the Research Team, and TAG (along with a subcommittee of TAG called the Closed Group comprising individuals who self-identify as racialized and offer guidance on the messaging, interpretation, and presentation of race-based data specifically), established priorities for analysis, identifying key variables, and working to build meaningful, empowering representation of the students and communities whose data was included. The TAG identified student sense of belonging as a priority for analysis, as belonging is a fundamental element of student engagement, agency, and self-determination. TAG also identified race as the key driver for analysis in the first report to create greater understanding, improve student experience, and create meaningful, positive change.

The See Yourself in Limestone: Student Sense of Belonging Report was released in April 2023. This report was the first in a series of reports and focused on student belonging and experiences at school based on race and race related data, including cultural background or ethnicity; religion; country of birth; newcomer status; and language. This report offered information on belonging indicators: experience of positive school climate; social justice education; positive representation and reflection of identity; opportunities to express and learn about cultural background; caring adults at school; treatment by adults at school; and being made to feel unwelcome or uncomfortable at school. This report was also shared with administrators and made publicly available on the LDSB website in April 2023.

The See Yourself in Limestone: Student Census Achievement Report was released to all staff and was made available to the public in December 2023. This was the second report to analyze data from the Student Census from 2020. The focus of this report was traditional measures of student achievement for all census related identity groups and includes some information on student sense of belonging for groups

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who were not the focus of the first report. This report included information on achievement indicators: one caring adult at school; one adult at school expects me to do well; suspensions; reasons for absent or late; special education (IEPs); EQAO math and literacy; pathways (Applied); credit accumulation; and graduation. This Student Census Achievement Report offers the Limestone District School Board the opportunity to reflect on system practices in the future.

Over time, and through careful analysis in collaboration with students, families, staff, and community partners, the information gathered through the Student Census 2020 has helped us to identify and address systemic barriers; expand on our strengths; cultivate classrooms and schools that mitigate discriminatory biases; create more equitable outcomes and inclusive learning environments; and support student achievement and well-being. While we feel progress has been made, much more work remains.

Current Status

On May 1, 2024, Trustees were introduced to the Student Census 2025 proposed timeline, with plans to administer the second Student Census in the fall of 2025. On March 5, 2025, Trustees were provided with an additional update on the consultation process, which occurred extensively throughout the 2024-2025 school year and included consultations with the Mental Health and Substance Use Leadership Committee, Indigenous Education Committee, Special Education Advisory Committee, Community Equity Advisory Committee, Parent Involvement Committee, Unions and Associations, student consultations (both urban and rural), as well as community partner consultations, including the Kingston Interfaith Council. The TAG has also been integral in providing advice, opinions and recommendations in the design of methods for data collection (e.g., survey development and implementation).

Student Census 2025 will provide the board with demographic, belonging, and achievement data that can be directly compared to students who completed the 2020 Student Census and are still attending school within Limestone, specifically students who are currently in Grades 9 to 12+ who were in Grades 4 to 9 in 2020. Data from the Student Census will continue to be used to create a shared understanding of the diverse backgrounds, experiences, strengths, and needs of students within Limestone's school communities.

The Student Census 2025 survey will be completely voluntary, online, and confidential. There will be two versions of the survey: Grades 7 to 12, and Grades 4 to 6. We had originally planned to do a K-12 student census, with families of students in K-3 completing the survey on behalf of their students. After significant discussion, consultation, and reflection on our process during the previous Student Census, we have decided to proceed with a census survey for students in Grades 4 to 12 only. The reasons for this change include data reliability, feasibility, and equitable access to the survey for all families in Limestone. Students

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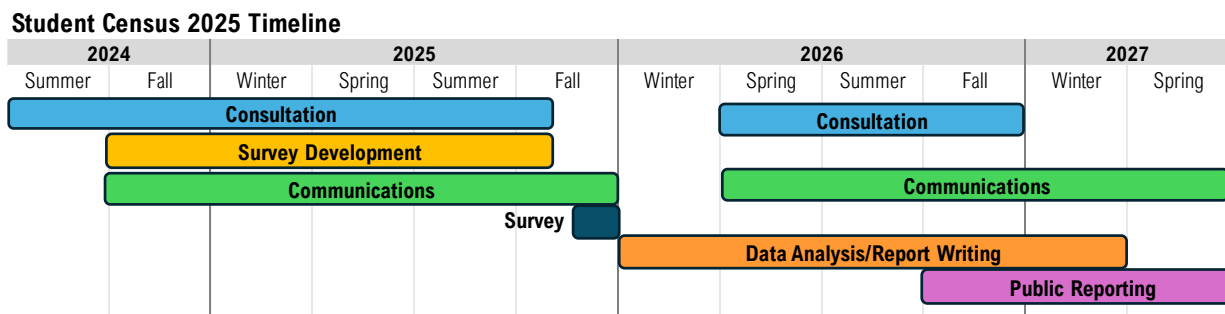
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in Grades 4 to 12 will have the option to participate in the Student Census during class time. In alignment with LDSB strategic plan goals and in response to feedback from families, we will do a K-12 Family Engagement and Climate survey in the latter part of this school year that will cover similar topics but will not include an analysis of primary students' achievement data. The focus of this survey will be including, engaging, and supporting all students and families.

The launch of the Student Census survey will be the week of November 24 to 28. Resources will be provided in advance to support the administration of the survey in schools, including Educator and Student Guides. A Family Guide will also be accessible to families, which includes access to all survey questions, rationale for why each question is being asked, and instructions on how to opt students out of the survey.

Next Steps and Communication Plan

The graphic below provides a summary visualization of the next steps for Student Census 2025:



Student Census Week November 24-28

Recommendations

That this report be received for information purposes.

Prepared by: Alison McDonnell, Superintendent of Education, Curriculum and Program Services: Early Years and Equity and Inclusion

Reviewed by: Krishna Burra, Director of Education

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[See Yourself in Limestone](#)

Administrative Report: Update on Junior Elementary Sports

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Purpose

To provide the Board of Trustees with an update on junior elementary sports in Limestone. Participation in sports and physical activity plays a vital role in supporting student engagement. It fosters a sense of belonging, teamwork, and school spirit, while also promoting physical, social, and emotional well-being. These opportunities contribute to a positive school experience and help students develop important life skills both on and off the field. While competitive opportunities are important for some students, it is critical that opportunities for physical activity be provided for all students during the school day.

Background

The Limestone Elementary School Athletics Association (LESAA) has been a cornerstone of junior sports in our district for over 25 years. While athletics are not funded by the Ministry of Education, sports programming in Limestone has continued to thrive thanks to the dedication of staff and volunteers who generously give their time to support student participation.

Historically, competitive junior sports have taken place outside of instructional hours, with some exceptions such as Cross Country and Track and Field. Inter-school competitions have been organized by individual schools and held after school. Over the course of several years, competitive sport tournaments moved to being scheduled during instructional time in the school day.

Given financial pressures we continue to experience in a range of areas, the shortages of replacement staff on some days, and our reliance on staff and community volunteers to run extracurricular activities and events, we will need to continue to monitor how we support extracurricular activities in schools.

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[See Yourself in Limestone](#)

Current Status

For the 2025-2026 school year, competitive junior sports events will be organized and supported by LDSB's Athletic Coordinator and LESAA and *will occur during the school day*:

- **Cross Country**
 - Timing: October
 - Venue: Fort Henry
- **Volleyball**
 - Timing: Mid-November
 - Venue: To be secured and communicated
- **Basketball**
 - Timing: Mid-February
 - Venue: To be secured and communicated
- **Soccer**
 - Timing: Spring (with hopeful alignment with the World Cup)
 - Venue: To be secured and communicated
- **Track and Field**
 - Timing: End of May/Beginning of June
 - Venue: CaraCo Home Field

As in past years, once specific dates, venues, and times are confirmed, this information will be shared with schools to then communicate with their school communities. We extend our thanks in advance to LESAA and Limestone's Athletic Coordinator for their efforts in preparing for the upcoming sport seasons.

Additionally, in spring 2026, two road races—organized by L.C.V.I. and Bayridge Secondary School—will be available for all elementary schools. More details will be shared in the new year.

As per past practice, for competitive teams, beyond the LESAA organized events (as listed above), schools may continue to organize games or other tournaments outside of the school day. Additionally, during the school day, gym space should be prioritized for activities like intramurals that include more students.

In addition to competitive sports, schools are encouraged to continue to offer whole-class or whole-school-based sport opportunities (e.g., intramurals and physical activity and/or sporting events), which provide inclusive opportunities for students who may not join competitive teams. During the school day, beyond physical and health education class, physical activities should be planned for all students. These activities allow students to explore new sports, build skills, and potentially prepare to try out for competitive teams in the future.

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By emphasizing broad participation at the junior level, students are exposed to different sports and physical activity in settings that encourage interest and growth. This helps prepare them for the more skill development and competitive environments they may encounter in intermediate (Grades 7-8) and secondary school athletics.

Sport opportunities across schools can vary based on several factors, including student interest, available staff, and volunteers who are able to support and coach teams. Limestone District School Board is committed to supporting all schools in offering a range of athletic opportunities—both competitive and non-competitive.

Recommendations

That this report be received for information.

Prepared by: Talya McKenna, Associate Superintendent of Education, K-12 Curriculum & Program Services

Reviewed by: Krishna Burra, Director of Education

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